ED 427 148 AA 001 306

Resources in Education (RIE). Volume 34, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 427 149 CE 075 367

The Body of Knowledge & Content Framework. Identifying the Important Knowledge Required for Productive Performance of a Plastics Machine Operator. Blow Molding, Extrusion, Injection Molding, Thermoforming.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Certificates; Job Analysis; *Job Skills; *Machinists; Manufacturing; Manufacturing Industry; *National Standards; *Plastics; Postsecondary Education; Secondary Education; *Student Certification

Designed to guide training and curriculum development to prepare machine operators for the national certification exam, this publication identifies the important knowledge required for productive performance by a plastics machine operator. Introductory material discusses the rationale for a national standard, uses of the Body of Knowledge, conducting of the job analysis, and results of the job analysis. The remainder of the publication presents the 7 major knowledge content areas: (1) basic process control with 2 subcontent areas- operations, procedures--and a relative weight of importance (RWI) of 16 percent; (2) preventive and corrective action on primary/secondary equipment with 3 subcontent areas--

ED 427 168 CE 078 032

James, Simon, Ed.
FE: Aspects of Economic Development.
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Community Development; Competency Based Education; *Economic Development; *Economic Impact; *Education Work Relationship; *Educational Needs; Educational Objectives; Entrepreneurship; Evaluation Methods; Financial Support; Foreign Countries; Information Networks; Needs Assessment; *Partnerships in Education; Postsecondary Education; Program Evaluation; Role of Education; *School Business Relationship; Strategic Planning; Technical Institutes; Technological Advancement; Trend Analysis; Urban Areas; Urban Education
IDENTIFIERS- *United Kingdom

This book presents national and international perspectives on the role of further education (FE) in economic development in the United Kingdom and elsewhere. Throughout the papers, special attention is paid to the need to reassess FE and its role as service provider, stakeholder, and strategic partner in view of the following social and economic trends: accelerating technological advancement, increasing movement toward a learning economy and learning society, increasing obsolescence of existing skill sets, growth of knowledge intensity, and need for organizational and institutional innovation. The following papers are included: "Foreword" (Baroness Blackstone); "Introduction" (Simon James); "The Learning Economy: Economic Competitiveness and Colleges" (Kevin Morgan, Gareth Rees); "FE and the Entrepreneurial Society" (Andrea Westall); "Community Colleges and Urban Development" (Henry G. Cisneros); "Competence-Based Approaches to Economic Development and Partnership" (Derrick Johnstone); "Is Networking Always the Answer?" (Joan Fitzgerald); "Measuring a College's Impact on Its Community" (Gordon Aitken); "Structural Funds for Further and Higher Education" (Ed Prosser); and "Towards a World-Class College: Raising Economic Competitiveness" (Chris Hughes). (MN)

ED 427 169 CE 078 033

Martinez, Paul; Munday, Felicity
9,000 Voices: Student Persistence and Drop-out in Further Education.
PUB DATE- 98
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Adult Learning; College Role; *Dropout Prevention; Dropout Research; *Dropouts; Educational Research; Foreign Countries; Government Role; Higher Education; National Surveys; *Predictor Variables; *School Holding Power; *Student Attitudes; Student Surveys; Teacher Attitudes; Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

Reasons why some students complete further education (FE) and others drop-out were examined in a study involving a sample of 9,000 students and staff from 31 inner city, urban, and rural

ED 427 186   CE 078 077

Walwei, Ulrich
Job Placement in Germany: Developments before and after Deregulation. IAB Labour Market Research Topics No. 31.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; *Employment Services; Foreign Countries; *Job Placement; *Private Agencies; *Public Agencies; Unemployment
IDENTIFIERS- *Germany

Since 1994, the German public employment service has not had a monopoly on placement. A new law permits private job placement as an independent activity, but only with a license from the public employment service. Since deregulation, the number of job placement licenses has increased continuously, but the number of placements made by private agencies has remained relatively constant at 170,000-180,000 per 6-month period. Short-term placements constitute a definite emphasis of private agencies' activities. Although the number of placements in employment relationships exceeding 7 days has increased from a very low level, they hardly play an important role in quantitative terms. Only 4 percent of all placements made in the national economy could be attributed to private job placements in 1996. The market share of private recruitment is no more than 1.5 percent. The relationship of public and private placement services has a qualitative dimension. Public placement services no longer must deal with cases that can be adequately served by the market and can concentrate limited resources on issues for which the market cannot offer solutions. Target group orientation is not yet fully used. Cooperation between public and private placement services has been rare. The employment-creating effects of job placement activities are likely to remain relatively slight. Two figures, and 8 tables are appended. Contains 21 references. (YLB)

ED 427 187   CE 078 078

Disability & Literacy. How Disability Issues Are Addressed in Adult Basic Education Programs. Findings of a National Focus Group.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Adult Basic Education; Adult Literacy; Agency Cooperation; Agency Role; Coordination; *Disabilities; *Disability Identification; *Literacy Education; Normalization (Disabilities); *Special Needs Students; State Programs; Statewide Planning

A national focus group with 25 participants explored the current state of services for persons with disabilities in adult basic education (ABE) and how the ABE and disability communities could work together to create better service models. It found many states are doing little in this area. Six key findings were as follows: state ABE programs are increasingly aware that a large subset of the population they serve have disabilities that can affect how literacy skills are gained; many states and

ED 427 204 CE 078 105

Thompson, Ekundayo J. D., Ed.
Governance and Civic Education.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Learning; Adult Programs; *Citizenship Education; *Civil Liberties; *Community Education; Curriculum Development; Democracy; *Economic Development; Educational Benefits; Educational Objectives; Educational Principles; Empowerment; Foreign Countries; Government School Relationship; Law Related Education; Political Socialization; *Role of Education; School Community Relationship; Sex Differences; Social Development
IDENTIFIERS- *Kenya; *Sierra Leone

This book contains 13 papers on the socioeconomic development, legal, gender, philosophical, and human rights dimensions of state governance within the context of social, economic, and political processes in Sierra Leone and Kenya. The Political Literacy and Civic Education (PLACE) Project, which was sponsored by the British Overseas Development Administration through the International Community Education Association, is credited with being the book's catalyst. The following papers are included: "Foreword" (S.K. Tororei); "Antecedents of the PLACE Project"; "Conceptualising Civic Education" (S.K. Tororei); "Reflections on Community Education" (Berewa R. Jommo); "Rationale for Political Literacy and Civic Education" (Ekundayo Thompson); "Purpose, Nature, and Scope of Civic Education" (Samuel K. Tororei); "The Development Context of Civic Education" (Ekundayo J.D. Thompson, Margaret Manley); "Civil Society and the Citizen" (Akie Wilson, Joe Sam-King); "Gender, Political Literacy and Civic Education" (Agnes Pessima); "The Constitution of Sierra Leone" (Solomon E. Berewa); "Democracy and the Rights of the Individual" (David G. Thompson); "Political Tolerance--A Prerequisite for Enhanced Democracy in a Multi-Party Environment" (Ahmed Ramadan Dumbuya); "Meaning and Nature of Government" (Walter N. Davies, Peter O. Koroma); "Politics, Political Literacy & Political Participation" (Edward D.A. Turay); "Curriculum for Civic Education" (Ekundayo J.D. Thompson, Joseph Simekha). (MN)

ED 427 205 CE 078 106

Thompson, Ekundayo J. D.
The Prince of AALAE. Corruption and Mismanagement in an African NGO.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Educational Finance; Educational Needs; *Financial Problems; Foreign Countries; Government Role; Government School Relationship; *Literacy Education; Organizational Change; Organizational Climate; Organizational Development; Political Power; *Politics of Education; Power Structure; *Program Administration
IDENTIFIERS- *African Association for Literacy and Adult Educ; *Nongovernmental Organizations

ED 427 222 CE 078 133

Belzer, Alisa

The Pennsylvania Adult Literacy Practitioner Inquiry Network: Building Capacity, Strengthening Links. Final Report for Program Year 1997-1998.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

PUB DATE- 98

NOTE- 38p.; For the 1995-96 Final Report, see ED 402 494.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Delivery Systems; *Information Networks; Institutes (Training Programs); Leadership Training; *Literacy Education; Models; Participation; *Professional Development; Program Effectiveness; *Statewide Planning; Teacher Improvement

IDENTIFIERS- Pennsylvania; 353 Project

The Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN) was developed to improve the practice of adult literacy teachers, tutors, and program administrators throughout Pennsylvania. The project to develop PALPIN was initiated in 1995-1996. The primary objectives for the PALPIN project's third program year were as follows: adapt and refine the conceptual framework that had underpinned the Adult Literacy Practitioner Inquiry Project in Philadelphia; build the capacity of individual practitioners and programs to implement practitioner inquiry as a staff development strategy; cultivate practitioner inquiry leadership around the state so that the spread of inquiry as an approach to professional development would not always be dependent on Philadelphia-based expertise; support and strengthen a statewide network of practitioners engaged in inquiry activities; and work toward a model for statewide delivery of practitioner inquiry as a professional development model. During PALPIN's 1997-1998 program year, a northwest/southwest inquiry group was established, a 4-day Fall Inquiry Institute was conducted for practitioners throughout the state, a leadership institute was developed and implemented to foster inquiry leadership development, PALPIN's on-line telecommunication capabilities were expanded significantly, a midwinter PALPIN conference was held, and a guide to support practitioners (the "Inquiry Facilitator's Handbook) was developed. (MN)

ED 427 223 CE 078 134

Piloting the Oregon A.I.M. Project: Measuring Progress for Program Evaluation and Accountability. Final Report, 1997-98.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

PUB DATE- 98

NOTE- 115p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Resources; Evaluation Methods; *Literacy Education; On the Job Training; Program Improvement; Staff Development; *Student Evaluation; *Tutoring

IDENTIFIERS- Pennsylvania; 353 Project

A pilot project was conducted to implement the Oregon A.I.M.

ED 427 241 CE 078 165

Drennon, Cassandra; Erno, Susan
Inquiry and Action: Implementation Guide for Professional Development Facilitators. Revised.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- 98
NOTE- 128p.; Revision of ED 371 237.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Annotated Bibliographies; *Inquiry; Inservice Teacher Education; *Literacy Education; *Professional Development; Program Guides; Records (Forms); Reflective Teaching; *Statewide Planning; *Teacher Improvement; Teacher Researchers; Teacher Workshops
IDENTIFIERS- Facilitators; *Virginia; 353 Project

This guide is designed to assist professional development facilitators responsible for helping Virginia's adult literacy practitioners develop and implement the professional development plans that constitute a key component of the state's professional development system for paid and volunteer literacy training providers. The following are among the topics discussed: inquiry and action as the basis for professional development; frequently asked questions about professional development plans; taking an inquiry stance toward professional development (potential benefits; and elements of inquiry-based professional development); initiating the professional development plan process (tips for generating plans; sample plan formats; suggested resources, strategies, documentation, and evaluation activities; career development program survey; sample memo outlining professional development plan options); resources for practitioners (adult literacy practitioners as researchers; and inquiry and action for reflective practice); and supporting practitioners and sharing learning (Virginia adult education professional development components; and sample flyer for a sharing workshop). Appended are the following: professional development plan forms; professional development plan workshops; funding for professional development activities; short history of inquiry-based staff development in Virginia; annotated bibliography of 56 staff development resources available from the Virginia Adult Education and Literacy Resource Center; planning calendar; and roles and responsibilities of persons working with learning plans. (MN)

ED 427 242 CE 078 172

Childs, Merilyn, Ed.
A Slight Breathing Space. A Guide to Working with Micro and Small to Medium Business Enterprises for Adult Educators and the VET Sector.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 427 259 CE 078 212

Leventhal, Jerome I.
Conducting Supervised Experiential Learning/Field Experiences for Students' Development and Career Reinforcement.
PUB DATE- 98
NOTE- 10p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Education; *Education Work Relationship; *Field Experience Programs; *Integrated Curriculum; Secondary Education; Vocational Education; *Work Experience; *Work Experience Programs

A major problem in the educational system of the United States is that a great number of students and graduates lack a career objective, and, therefore, many workers are unhappy. Offering a variety of supervised field experiences, paid or unpaid, in which students see workers in their occupations will help students identify career choices. Requiring student involvement in work experience programs as part of the teaching and learning process helps students make better career choices earlier in their school programs so that they can use the balance of their education preparing for their career choice. Students who have made career choices before participating in supervised field experiences can take the opportunity to gain a better understanding of others, to develop a stronger self-image, to learn to get along with people of different backgrounds, as well as to develop and strengthen skills. Teachers, working with other school personnel, can identify and develop a field experience for students related to their academic and vocational area, allowing students to spend time during or after school in this school-sponsored activity. The school-to-work concept also includes this approach, but affects only a small percentage of students. As vocational educators promote experiential learning and field experiences for all students, they may at the same time assist other teachers in organizing similar experiences for their students. (Contains 10 references.) (KC)

ED 427 260 CE 078 213

CEDEFOP Work Programme 1999. Reference Document.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Comparative Analysis; *Educational Development; Educational Policy; *Exchange Programs; Foreign Countries; *Information Dissemination; *International Educational Exchange; *Job Training; Lifelong Learning; Policy Formation; Postsecondary Education; Secondary Education; Teacher Exchange Programs; *Vocational Education
IDENTIFIERS- *European Union

The European Centre for the Development of Vocational Training (CEDEFOP) aids the European Commission in encouraging promotion and development of vocational education and training (VET) at the community level. The work program for 1999 document has three sections. In section 1, "Developing knowledge and

ED 427 278 CG 029 129

Wickwire, Pat Nellor, Ed.
CACD Journal, 1997-1998.
PUB DATE- 98
NOTE- 69p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Counseling; *Counseling; *Counselor Training; Cultural Pluralism; Dance; Elementary Secondary Education; Family Counseling; Hypnosis; Imagery; Leadership; Mexican Americans; Rehabilitation; School Counseling; Self Concept; Supervision; Violence

This issue of the California Association for Counseling and Development Journal reflects connectedness in a world of diversity as its theme. The articles and their authors give witness to the deepening and broadening of status and progress in the counseling profession. The following articles are included: (1) "Caring Schools: An Antidote for School Violence" (M. Sorino, G. K. Hong); (2) "Understanding Ego Mechanisms: The Keys to Family Counseling" (J. L. Church); (3) "Career Counselors and Culturally Different Clients: A Brief Review of Selected Literature" (P. A. Rodriguez); (4) "Hypnosis and Imagery in Dance Performance" (C. M. Faiver, K. T. Thomas) (5) "The Rehabilitation Counseling Profession and the California Rehabilitation Counseling Association (CRCA)" (M. G. Brodwin, L. M. Orange, S. K. Brodwin); (6) "The California Association of Counselor Educators and Supervisors (CACES): Decades of Professional Leadership" (S. H. Zimmerman, J. A. Saum); (7) "The California Adult and Continuing Education Counselor Association (CACECA): Meeting the Needs of the Adults Learner" (W. Ramirez); (8) "The California Association for Religious Values in Counseling (CARVIC): Supporting Full Development of the Person" (N. Truman); (9) "The California Association for Counseling and Development (CACD): A Continuing Commitment to Human Rights" (F. Gutierrez); (10) "The California Association for Counseling and Development (CACD): The CACD Human Rights Award (F. Gutierrez); (11) "Becoming a More Culturally Aware Counselor" (A. V. Beale); (12) "Counseling the Mexican American Student" (M. Saucedo); and (13) "To Chris Concerning Knowledge" (G. P. Bodily). (Author/MKA)

ED 427 279 CG 029 148

Lauland, Andrew
Yes, You Can: Establishing Mentoring Programs to Prepare Youth for College.
PUB DATE- 98
NOTE- 58p.; This book is an update and revision of an earlier U.S. Department of Education publication entitled "One on One: A Guide for Establishing Mentor Programs" by Barbara Vespucci.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *College Preparation; *High Risk Students; Higher Education; *Mentors; Program Development; Secondary Education; Secondary School Students

Although mentoring alone cannot remove all of the obstacles that many of the neediest youth face, it can be an extraordinarily

ED 427 299 CS 013 424

Goodman, Gregory
The Reading Renaissance/Accelerated Reader Program. Pinal County School-to-Work Evaluation Report.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Education Work Relationship; Grade 7; Grade 8; Low Achievement; Middle Schools; Program Evaluation; Public Schools; *Reading Improvement; *Reading Programs
IDENTIFIERS- Gates MacGinitie Reading Tests; T Test

This report evaluates the effectiveness of a reading program known as "The Reading Renaissance/Accelerated Reader Program" as implemented at Gardner Middle School in San Manuel, Arizona, during the period of April 1997 to April 1998. Before the program was implemented, students were achieving at a low level in reading. Students in the seventh and eighth grades were pretested and posttested with the Gates-MacGinitie Reading Tests Form K (pretest) and Form L (posttest). The mean pretest scores and the mean posttest scores were compared using t tests to determine if there were statistically significant changes (gains or losses). Gates-MacGinitie Test scores were presented as Extended Scale Scores and Grade Equivalents as recorded in categories of Vocabulary, Comprehension, and Total Scores. Total score represent Vocabulary and Comprehension scores combined. For the 1997-98 school year, the total population of 282 students, representing all seventh and eighth grade students, participated in the program. In summary, students showed statistically significant improvement in Vocabulary and in Total Scores (Vocabulary and Comprehension combined) in all areas as recorded in Extended Scale Scores and Grade Equivalent scores. Many aspects of the Reading Renaissance/Accelerated Reader Program mirror the School-to-Work concept in the way the program addresses accountability for both students and educators. Contains 12 tables of data; appended are a description of Gates-MacGinitie Reading Tests and a summary of test characteristics. (NKA)

ED 427 300 CS 013 426

Au, Kathryn H.; Carroll, Jacquelin H.; Scheu, Judith A.
Balanced Literacy Instruction: A Teacher's Resource Book.
PUB DATE- 97
NOTE- 369p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Reading Improvement; *Reading Instruction; *Student Evaluation; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Workshops
IDENTIFIERS- *Balanced Literacy; *Readers Workshop

Bringing together information elementary school teachers need to make balanced literacy instruction a reality, this book presents more than 90 short articles designed to be read in a brief period of time and suitable for use in after-school workshops. It presents ideas and instructional approaches

ED 427 324 CS 216 584

Johannessen, Larry R.
In Case You Teach English: Case Studies in the English Classroom.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Cincinnati, OH, March 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Case Studies; Class Activities; Classroom Environment; Critical Thinking; *English Instruction; *Literature Appreciation; *Novels; Prior Learning; Secondary Education
IDENTIFIERS- *Response to Literature

Case studies can be a powerful strategy to use for helping students learn critical thinking processes that are key to interpreting and responding to literature and writing. Some of the major benefits of applying case methods are: cases provide an environment for active learning; they encourage the creation of a community of learners; cases help students tap into their prior knowledge; and cases help students come to understand the characters, concepts, and themes in the literature, primarily through discussion and debate. One such case study activity prepares students for Nathaniel Hawthorne's novel "The Scarlet Letter" and also teaches students some of the skills and strategies involved in writing an argument. Another activity is designed as a prereading activity for works such as William Golding's "Lord of the Flies" or Jack London's "The Call of the Wild." The activity is designed to put students in a "survival mode." Case studies can enliven literary study, help students learn how to interpret and write about literature, and help them to become more independent learners. (Contains 19 references; appendixes contain the two case studies on which the activities are based.) (RS)

ED 427 325 CS 216 585

Danks, Carol, Ed.; Rabinsky, Leatrice B., Ed.
Teaching for a Tolerant World, Grades 9-12. Essays and Resources.
PUB DATE- 99
NOTE- 409p.; A product of the NCTE Committee on Teaching about Genocide and Intolerance.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Annotated Bibliographies; Asian Americans; Blacks; Dialog Journals; *English Instruction; High Schools; Hispanic Americans; Homosexuality; Poetry; Resource Materials; *Social Discrimination; Teaching Methods
IDENTIFIERS- African Americans; Genocide; *Holocaust; Homosexual Literature; *Tolerance

The essays and resources in this book are designed to help high school English teachers adapt their own classroom lessons for teaching about genocide and intolerance. Beginning with guidelines developed by the National Council of teachers of

ED 427 344 CS 216 614

Lambert, Glenda M. S.
Helping 12th Grade Honors English Students Improve Writing Skills through Conferencing.
PUB DATE- 99
NOTE- 86p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 12; High Schools; *Honors Curriculum; Instructional Effectiveness; Revision (Written Composition); Student Attitudes; Writing Achievement; *Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Writing Conferences

A program was implemented to help improve 12th grade Honors English students' writing skills through conferencing. The targeted group consisted of 13 students who experienced difficulties in writing effective written pieces. Their writing included fragments, run-on sentences, and improper use of punctuation. On the Stanford Achievement Test given in the spring of 1998, 8 of the 13 students scored below the 70th percentile for total language. The objectives of the program were for the targeted students to demonstrate improvement in their ability to write sentences that include transitions and sentence variety, improve their attitudes toward writing by at least 50%, and demonstrate improvement in their writing ability by elevating their scores on the posttest at least one level above the pretest. Strategies mainly included collaborative learning, revision conferences, peer editing conferences, and teacher-student conferences. Success was determined by improvement in the students' attitudes toward writing and inclusion of transitions and sentence variety in their writing. The second and third objectives were met by at least half of the students in the targeted group, so although their attitudes toward writing failed to improve, they did show improvement in their writing skills. (Contains 15 references and a table of data. Appendixes include various assessment tools, attitudinal questionnaires, and the targeted group's scores.) (Author/RS)

ED 427 345 CS 216 615

Jenkins, Carol Brennan
The Allure of Authors: Author Studies in the Elementary Classroom.
PUB DATE- 99
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; *Childrens Literature; Class Activities; Elementary Education; *Elementary School Curriculum; *Reader Response
IDENTIFIERS- Author Reader Relationship; *Response to Literature

Noting that readers of all ages seek out favorite authors, this book offers a model that encourages readers to respond aesthetically, biographically, and critically to an author's literature. At the heart of the book are four author studies that were implemented with children at various grade levels. These studies span the genres of picture storybooks, chapter books, and nonfiction. Featured authors include Avi, Joanna

ED 427 366 CS 509 999

Bankston, Ronnie G.
Constructing a Partnership with the Community: Distance Education.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Experiential Learning; Higher Education; *Intercollegiate Cooperation; *Practicums; Program Descriptions; Program Effectiveness; Public Relations
IDENTIFIERS- Iowa Communications Network; University of Northern Iowa

The Department of Communication Studies at the University of Northern Iowa has made a commitment to establish and maintain partnerships with its Iowa Communications Network (ICN) based learning communities and with the institutions of higher education throughout the state that facilitate the delivery of experiential learning to students. In January 1997, graduate student enrollment doubled when the department began offering programs in Communication Education and Public Relations over the ICN. The program has moved from a top-down pedagogical model to the creation of a partnership with its learning community. Students in the ICN Communication Education program must successfully complete a non-credit teaching practicum at a university/college/community college to fulfill one of the necessary requirements for licensure in the state of Iowa. Preliminary evaluations have indicated that the department has been effective in its efforts. (Appendixes contain a list of courses in the Communication Education program and the Public Relations program; and graduate teaching practicum evaluation forms for the graduate student, the observer/supervisor, and for the student assessment of the practicum supervisor.) (RS)

ED 427 367 CS 510 000

Montgomery, Daniel; Wiesman, Daryl W.
Toward a Code of Ethics for Organizational Communication Professionals: A Working Proposal.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Consultants; Consultation Programs; Ethics; Higher Education; *Speech Communication; Speech Instruction

As an increasing number of communication professionals embark on careers in training and consulting, it is imperative that they ground their work in sound ethical principles and related practices. Recognizing the importance of ethics as a discipline, the National Communication Association (NCA) is in the process of developing a code of ethics for its members.

ED 427 387 EA 029 509

Schmidt, Linda J.; Kosmoski, Georgia J.; Pollack, Dennis R.
Novice Administrators: Personality and Administrative Style Changes.
PUB DATE- 98
NOTE- 13p.; Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; Administrators; Assistant Principals; *Beginning Principals; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; Longitudinal Studies; *Psychological Patterns; *School Administration

Since the advent of effective-schools research findings, educational administration experts have advocated a democratic and collegial leadership style for school administrators. This paper provides the findings of a study that examined 43 beginning administrators (25 females, 32 Caucasians, 9 African-Americans, 2 Hispanics) to determine what measurable and significant personality and stylistic-preference changes occurred after a 3-year period. Sixteen of the subjects were principals, 14 were assistant principals, and 13 were based at the central office. The study employed a test-retest design, and two instruments were used to examine psychological changes. The findings show that after 3 years on the job, beginning school administrators experienced detrimental personality and leadership-style changes. They became more bureaucratic and less democratic. As a group, they experienced personality shifts and became more controlling, exacting, driven, and overwrought. Women and African-Americans exhibited the most changes. The findings were supported by the results of the Myers-Briggs Type Indicator. Neophytes demonstrated a style change from feeling- or people-oriented to more thinking- or fact-oriented. They all became more judgmental and less perceptive. Since effective-schools research has proven that administrators with a more democratic style are more effective, the shift in style was detrimental to beginning administrators. (RJM)

ED 427 388 EA 029 547

McChesney, Jim
Whole-School Reform. ERIC Digest, Number 124.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Fund Raising; Program Descriptions; Program Proposals
IDENTIFIERS- ERIC Digests; New American Schools

This Digest describes several programs designed to foster successful school reform, and examines the Comprehensive School Reform Demonstration (CSRD) Program, recently approved by Congress. Whole-school (or comprehensive) reform includes a cross-disciplinary set of nationwide and local programs,

ED 427 406 EA 029 635

McAfee, Ward M.
Religion, Race, and Reconstruction: The Public School in the Politics of the 1870s. SUNY Series, Religion and American Public Life.
PUB DATE- 98
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; *Educational History; Elementary Secondary Education; History; Politics of Education; *Public Schools; *Reconstruction Era
IDENTIFIERS- *Civil Rights Act 1871; *Historical Background

This book examines the impact of public education on the national culture in the context of educational reform and Reconstruction during the 1870s. Chapter 1, "Prologue to the Seventies," traces the evolution of the American public school through the social, economic, and industrial changes of the early 19th Century, culminating with the Civil War. This chronological perspective continues through the 1870's, with the replication of Horace Mann's public school model throughout the Northern States. Chapter 2, "Church, State, and School," looks at the Cincinnati Bible War, which arose from the competition between Catholic schools and public schools during that decade. The second half of this chapter examines the involvement of African-Americans and other minorities with the issues of religion and education throughout the nation. Chapter 3, "Dividing the School Funds," examines the struggle over school funding in the context of Boss Tweed's Tammany Hall power base, amendments to several state constitutions, the involvement of the Roman Catholic Church, the New York Riot of 1870, and racism. Chapter 4, "Educating the Freedman," looks at African-American freedom as viewed by whites in the 1870s and focuses on Senator Charles Sumner's efforts on behalf of racial equality in Southern public education during Reconstruction. Chapter 5, "Federal Aid to Education," discusses Federal funding during President Grant's term, with debate centering around regional versus national issues. Chapter 6, "Reconstruction's Racial Dissolution," looks at the political climate and early views of racially integrated public education. Chapter 7, "Backlash: 1874," focuses on the response of anti-civil rights groups and their use of political pressure and violence. Chapter 8, "The Anti-Catholic Antidote," chronicles how the religious-culture struggle of the mid 1870s renewed national interest in social problems. Chapter 9, "The End of Reconstruction," looks at the effect of the revised Blain Amendment on Reconstruction efforts, which were losing momentum, and at the contest between centralization and state's rights. (Contains 48 pages of endnotes and an extensive bibliography.) (RIB)

ED 427 407 EA 029 637

Smith, Susan J.
Title IX and Sexual Harassment. 25 Years of Title IX. WEAA Digest.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 427 425 EA 029 671

Schools with an Arts-Driven Curriculum: Educating for Tomorrow's Workplace. The 1997 Eighth Annual "Business Week" Awards for Instructional Innovation.
PUB DATE- 97
NOTE- 29p.; For the 1998 report, see EA 029 672.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Core Curriculum; *Educational Environment; Elementary Secondary Education; *Instructional Innovation; Models; *Public Schools; School Culture; School Role; Student Development

This report profiles 10 public schools that, with help from businesses or community-based organizations, have created outstanding arts programs. A quality arts education helps students develop creative and critical thinking, innovative problem solving, effective communication, self-discipline, teamwork, and a respect for diverse cultures. The following schools were recognized for their arts programs: Acequia Madre Elementary School in Santa Fe, New Mexico; Cesar Chavez Elementary School in Norwalk, California; Elm Creative Arts School in Milwaukee, Wisconsin; Fort Hayes Metropolitan Education Center, in Columbus, Ohio; Newton D. Baker School of Arts in Cleveland, Ohio; Redcliffe Elementary School in Aiken, South Carolina; Richey Elementary School in Tucson, Arizona; W. G. Enloe High School in Raleigh, North Carolina; Washington Irving High School in New York, New York; and Woodland High School in Woodland, California. Contact information is provided for each school. (RJM)

ED 427 426 EA 029 672

Schools of Character: Reclaiming America's Values for Tomorrow's Workforce. The 1998 Ninth Annual "Business Week" Awards for Instructional Innovation.
PUB DATE- 98
NOTE- 29p.; For the 1997 awards report, see EA 029 671.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Core Curriculum; *Educational Environment; Elementary Secondary Education; *Instructional Innovation; Models; School Culture; School Role; Student Development; *Values Education
IDENTIFIERS- *Character Development; *Character Education

This booklet profiles 10 schools that have successfully integrated character education into the lives of their students. The Character Education Partnership (CEP), in its "Eleven Principles of Effective Character Education," has articulated the kinds of efforts that its members believe have proven successful in helping young people understand, adopt, and practice core ethical values. These efforts include: character education promotes core ethical values as the basis of good character; the school must be a caring community; character education should strive to develop students' intrinsic motivation; character education requires moral leadership from both staff and students; and evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the

ED 427 445 EC 307 007

Schroeder, Paul
Access to Multimedia Technology by People with Sensory Disabilities.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Educational Legislation; Federal Legislation; Federal Regulation; *Hearing Impairments; Intervention; *Multimedia Materials; Policy Formation; *Public Policy; *Visual Impairments
IDENTIFIERS- *Access to Computers

This report provides an overview of multimedia access barriers and solutions for people with sensory disabilities, including recommended public policy interventions. A letter of transmittal to the President and both houses of Congress precedes the main body of the report. An executive summary groups recommendations under the following categories: establishment and tasks of a National Advisory Task Force on Multimedia Access; legislative/regulatory policies (at both federal and state levels); and research, education, and collaboration. The report's main body is divided into five sections which address: (1) use and importance of multimedia; (2) barriers to accessing multimedia; (3) solutions for making multimedia products accessible; (4) voluntary efforts to improve access to multimedia; and (5) recommendations for further action. Seven appendices provide information on a framework of multimedia categories; statistics on the number of people who are visually or hearing impaired in the United States; results of a survey of educators of people with visual impairments working with multimedia products; results of a questionnaire for educators of people who are blind or visually impaired; questions for educators and media specialists working with people with hearing impairments; a listing of current multimedia projects focusing on accessibility; and the mission statement of the National Council on Disability. A glossary is included. (Contains 90 references.) (DB)

ED 427 446 EC 307 008

Castleberry, Michael S.; Wald, Penelope J.; Sobel, Andrea
Project REALIGN Model Inservice Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Disabilities; *Early Intervention; *Inclusive Schools; *Inservice Teacher Education; Instructional Improvement; *Leadership Training; Models; Parent Participation; Parent School Relationship; Professional Continuing Education; Staff Development; Teacher Collaboration; Training
IDENTIFIERS- *Virginia (Fairfax County)

This final report describes activities and accomplishments of Project REALIGN, a three-year model inservice training project

ED 427 464 EC 307 034

Connecticut Birth to Three System. Service Guideline 2: Natural Environments: Intervention Guidance for Service Providers and Families.
SPONS. AGENCY- Connecticut State Dept. of Mental Retardation, Hartford.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Disabilities; *Early Intervention; *Educational Environment; Experiential Learning; *Family Environment; Family Involvement; *Individualized Family Service Plans; Infants; Integrated Services; Parent Participation; Preschool Education; Program Evaluation; Quality Control; Teamwork; Toddlers
IDENTIFIERS- *Connecticut

This guide is intended to help parents and practitioners utilize natural settings to meet the developmental and health-related needs of infants and toddlers with developmental delays or disabilities. The mission statement of the Connecticut Birth to Three System is summarized and the term "natural settings" is elaborated on. Federal definitions of "natural environments" are then offered with examples of what service provision in natural environments means and does not mean. Next, the role of Quality Enhancement Teams in reviewing each program is briefly described. The following section looks at natural environments and the Individualized Family Service Plan (IFSP) process. It addresses assessment, family priorities and IFSP outcomes, and supports and service options. Next, seven specific challenges are discussed with recommended strategies for Birth to Three service providers and families. Challenges are about mistaken parental expectations, the role of service coordinators, and the relationship between early interventionists and community service providers. The final section offers guidelines for transitioning from Birth to Three Services at age 3, both to preschool special education services and to community services. Answers to frequently asked questions are also provided. (Contains 20 references.) (DB)

ED 427 465 EC 307 035

Connecticut Birth to Three System. Service Guideline 3: Children Referred for Speech Delays: Evaluation, Assessment and Intervention Guidance for Service Providers and Families of Young Children Whose Delays in Communication Are a Primary Concern.
SPONS. AGENCY- Connecticut State Dept. of Mental Retardation, Hartford.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; Communication Disorders;

ED 427 484 EC 307 055

Education of Children and Youth Who Are Deaf and Hard of Hearing: Past, Present and Future Federal Support. Policy Forum Proceedings Document (September 14-15, 1998). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Communication Skills; *Deafness; Early Identification; Elementary Secondary Education; Employment; *Federal Aid; *Hearing Impairments; Language Acquisition; Literacy; Models; *Outcomes of Education; Research and Development; *Research Needs; Student Needs; *Teacher Education; Theory Practice Relationship; Transitional Programs

This document contains the proceedings of a policy forum that reviewed past and present federal priorities regarding education of children and youth who are deaf and hard of hearing. Included in the document are prioritized goals and recommendations generated by the policy forum participants for the education of these children. Goals and recommendations are provided on personnel preparation, early identification and intervention, educational outcomes, language acquisition, literacy, communication, and transition. High priority recommendations for future federal support include: (1) require all applications for funding in the area of personnel preparation to show how teachers are prepared to enable students to meet state and local standards; (2) fund longitudinal studies on literacy development; (3) fund longitudinal studies that focus on employment; (4) prepare and disseminate a report on language acquisition in children with hearing impairments; (5) fund research and model demonstration projects that identify and demonstrate effective ways of meeting language and communication needs of infants and children with hearing impairments; (6) continue to identify, develop, and support communication technologies that facilitate interpersonal communication; and (7) fund projects that demonstrate and disseminate exemplary models of career education and school-to-work transition that incorporate technology. (CR)

ED 427 485 EC 307 056

Delcourt, Marcia A. B.
What Parents Need To Know about...Recognizing Interests, Strengths, and Talents of Gifted Adolescents. Practitioners' Guide A9820.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Rearing; Elementary Secondary Education; *Family Environment; *Gifted; *Parent Child Relationship; *Parent Participation; Student Motivation; *Talent

ED 427 505 EF 005 205

Lackney, Jeffery A.; Fielding, Randall; Magney, Tammy; Menzel, Richard

Changing Patterns in Educational Facilities. An REFP Workshop Conducted at the CEFPI 1998 Vancouver Conference.

PUB DATE- 99

NOTE- 19p.; Recognized Educational Facility Professional (REFP) Workshop presented at the Annual Meeting of the Council of Educational Facility Planners International (CEFPI) (Vancouver, British Columbia, Canada, October 4-7, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Facilities; Educational Facilities Design; *Educational Trends; Elementary Secondary Education; *Futures (of Society); History; Public Schools; *Social Change; *Workshops

Planners are increasingly focusing on the future of society, education, and the impact these social forces may have on school facilities and learning environments. This report examines patterns in societal trends, educational approaches, and facility design. Both historical trends and cutting edge approaches were explored. Participants worked in teams to answer questions and develop projections for educational and facility responses in the year 2025. The structure of the workshop followed closely Alvin Toffler's "The Third Wave," in which he articulates three waves of societial change corresponding to the development and rise of the agricultural, industrial and information societies. The following time frames are discussed: Agricultural Society (1650-1849); Industrial Society (1850-1949); Information Society (1940-1999); and Knowledge Society (2000-2025). Workshop participants were challenged with the task of speculating about the outlines of the present cultural transformation and pondering the influcence this transformation may have on education and facilities. The workshop focused primarily on the North American experience. Included is a diagram of the workshop seating matrix that helped to mix participants into groups. (GR)

ED 427 506 EF 005 210

Dawson, Christella G. B.; Parker, D. Randall

A Descriptive Analysis of the Perspectives of Neville High School's Teachers Regarding the School's Renovation.

PUB DATE- 98

NOTE- 33p.; Paper presented at the annual meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Data Collection; *Educational Facilities Improvement; Educational Research; High Schools; *Teacher Attitudes; *Teacher Morale

It has been suggested since the early 80's that America's public

ED 427 527   FL 025 707

Silva, David J., Ed.
Japanese/Korean Linguistics, Volume 8.
PUB DATE- 98
NOTE- 557p.; Published by the Center for the Study of Language and Information.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjectives; Advertising; Bilingualism; Broadcast Television; Code Switching (Language); Contrastive Linguistics; Debate; Diachronic Linguistics; *Discourse Analysis; *Foreign Countries; Interpersonal Communication; Intonation; *Japanese; *Korean; Language Acquisition; *Language Patterns; Language Processing; Language Research; Language Variation; *Linguistic Theory; Morphology (Languages); Nonverbal Communication; Nouns; Persuasive Discourse; Phonetics; Phonology; Politics; Semantics; Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Canada; Japan; South Korea; Turn Taking; United States

A collection of research in Japanese and Korean linguistics includes: "Repetition, Reformulation, and Definitions: Prosodic Indexes of Elaboration in Japanese" (Mieko Banno); "Projection of Talk Using Language, Intonation, Deictic and Iconic Gestures and Other Body Movements" (Keiko Emmett); "Turn-taking in Japanese Political Debate: Syntax, Intonation, and Semantics" (Hiroko Furo); "Interactive Grammar: The Turn-Final Use of 'nuntey' in Korean and 'kedo' in Japanese" (Yong-Yae Park); "Specificity and Salability: Product Highlighting Strategies in Television Commercials of Japan, Korea, and the U.S." (Susan Strauss); "Direct Discourse and New Character Introductions in Japanese Narrative Discourse" (Noriko Watanabe); "Adjectives and Adjectival Nouns in Japanese: Psychological Processes in Sentence Production" (Noriko Iwasaki and others); "The Psychological Status of Syntactic Constraints on 'Rendaku'" (Tam Kozman); "Head Directionality and Intrasentential Code-Switching: A Study of Japanese Canadian and Korean Americans' Bilingual Speech" (Miwa Nishimura and Keumsil Kim Yoon); "Psycholinguistic Investigation of the Acquisition of Negation in Japanese" (Tetsuya Sano); "Functional Duality of Case-Marking Particles in Japanese and Its Implications for Grammaticalization: A Contrastive Study with Korean" (Kaoru Horie); "Grammaticalization: The Ambiguity of Japanese Morpheme '-e-'" (Tomiko Kodama); "A Unified Analysis of Japanese Adjectives" (Kunio Nishiyama); "Feature Checking and Morphological Merger" (Hiromu Sakai); "'Kakari musubi' Revisited: Its Functions and Development" (Rumiko Shinzato); "Grammaticalization, Aspect, and Emotion: The Case of Japanese '-te shimau' and Korean '-a/e pelita'" (Susan Strauss and Sung-Ock Sohn); "The Function of '-o' in Japanese" (Naoko Takahashi); "The Stage-Level/Individual-Level Distinction: An Analysis of '-te-iru'" (Ayako Yamagata) "Intergestural Overlap and Timing in Korean Palatalization: An Optimality Theoretic Approach" (Taehong Cho); "Sound Symbolism and Sound Change: Weakening of Labials" (Shoko Hamano); "Anti-Trapping Effects in an Iambic System: Vowel Shortening in Korean" (Jong-Kyoo Kim); "The Interaction of Pitch Accent and Vowel Devoicing in Tokyo Japanese" (Mafuyu Kitahara); "The Prosodic Analysis of Intervocalic Tense Consonant Lengthening in Korean" (Mira Oh); "Minimality Constraints and the Prosodic Structure of Child Japanese" (Mitsuhiko Ota); "Sonorant Assimilation within Correspondence Theory" (Oksook Park); "A Reconstruction of

ED 427 547 FL 025 743

Inoue, Yukiko
Educational Technology for Second Language Acquisition: A Review of Research.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audiotape Recordings; Computer Assisted Instruction; Educational Research; *Educational Technology; Electronic Mail; *English (Second Language); Hypermedia; *Information Technology; Internet; Language Research; Machine Translation; Microcomputers; Multimedia Instruction; Research Methodology; Second Language Learning; Technological Advancement; Teleconferencing; Television; Videotape Recordings

A review of literature on technology and second language (L2) instruction focused on the use of seven different technologies: television/videotapes/tape recordings; hand computers; computer conferencing; electronic mail (e-mail); multimedia and hypermedia; computer-assisted language learning; and machine translation. A secondary purpose of the review was to integrate the findings concerning each technology into a holistic framework. Seventeen articles reported here were found to provide a cross-section of technological tools applied to L2 learning. The findings of those articles are analyzed, with attention to both current realities and future promise, in three areas: summary of the major contributions of each technology to L2 learning; major issues or concerns related to implementation; and research methods used in the studies. Future research is proposed. In addition, the Internet and emerging technologies are considered briefly. Contains 50 references. (Author/MSE)

ED 427 548 FL 025 744

Wood, David John
Aspects of Video Movie English Teaching.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cost Effectiveness; *English (Second Language); *Films; *Foreign Language Films; Instructional Effectiveness; Instructional Material Evaluation; Instructional Materials; *Media Selection; Second Language Instruction; *Videotape Recordings

A discussion of the use of movies on videotape in the English-as-a-Second-Language (ESL) classroom begins with a brief review of the history and emergence of videotape recordings as a popular technology. The advantages of video as a language teaching aid are then examined, including its instructional flexibility, exposure to paralinguistic features, interest and ability to capture the imagination, ability to activate passive knowledge, capacity to extend the range of language environments studied, and potential for cultural content. Literature on the use of video in ESL instruction is reviewed, addressing such topics as its instructional effectiveness, video selection, length of segment used, videos' educational vs. entertainment value, use

ED 427 569 HE 031 760

Benson, Sherron D.
The Woman Engineering Academic: An Investigation of Departmental and Institutional Environments. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Behavior; *College Faculty; Collegiality; *Educational Environment; *Engineering Education; *Females; Higher Education; Interpersonal Relationship; Organizational Climate; Professional Education; *Sex Bias; Sex Discrimination; Universities; *Women Faculty; Work Environment
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes

This study used grounded theory methodology to investigate the institutional and departmental climates of women engineering faculty. Seven female engineering faculty from two universities completed semi-structured interviews that were coded for common themes. All the participants indicated that they had had a natural interest or talent for science and mathematics and had been encouraged by family, teachers, or friends to pursue engineering. The participants also indicated that family considerations and the flexibility afforded by a faculty position influenced their academic career choice. The data revealed that women engineering faculty have made few strides in the academy, and that they continue to encounter barriers which make it difficult for them to survive and succeed, including hostility from male faculty, lack of support from administrators, lack of respect from colleagues, the feeling of being an outsider, and overt sexist behavior. It is concluded that until engineering departments take measures to address these barriers, women engineering faculty will continue to be bombarded by obstacles such as "gendercentrism" and the "outsider" phenomena in the form of micro- and macro-inequities. (Contains 42 references.) (MDM)

ED 427 570 HE 031 761

Higham, J. Russell, III
Explaining Trends in Interstate Higher Education Finance: 1977 to 1996. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 63p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; Expenditures; *Higher Education; Income; Public Support; *State Aid; State Courts
IDENTIFIERS- *ASHE Annual Meeting

This study examined state trends in higher education finance over the 20-year period from 1977 to 1996. Data on state higher education appropriations were obtained from the Grapevine

ED 427 588 HE 031 779

Crim, Elton J., Jr.
Aversive Racism on Campus: Explaining Mechanisms of Isolation for Students and Staff of Color on Campus. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Diversity (Faculty); *Diversity (Student); Focus Groups; Higher Education; Interpersonal Relationship; Racial Bias; *Racial Discrimination; Racial Integration; *Racial Relations; *Social Integration; Specialization; *Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting

The campus experiences of 24 students of color at a large, predominantly white midwestern university were investigated using four focus groups and grounded theory methods of analysis. Participants were asked about their experiences in four area environments: classrooms, residence halls, student services and programs, and the city where the university was located. Interview data were analyzed using theory on aversive racism and cultural context. Findings suggest that white faculty, staff, and students avoid interacting with students of color in classrooms, residence halls, and in advising and helping situations, supporting the theory of aversive racism and suggesting that negative racial attitudes, combined with equalitarian values produce discomfort and/or fear, rather than the overt racial hatred of the past; in turn, the aversive behavior functions as an isolating mechanism for students of color. In response to the hostile campus environment, students of color reported four survival strategies maintaining cultural coherence, dream internalization and maintenance, developing circumscribed knowledge, and program migration. Findings also suggest that the cultural context of research institutions supports a dual mechanism of isolation in which high levels of compartmentalization and specialization support avoidance of interaction by faculty and staff. Appendices include the conceptual frame model, the interview protocol, and a table of participant demographics. (Contains 17 references.) (DB)

ED 427 589 HE 031 780

Cabrera, Alberto F.; Nora, Amaury; Bernal, Elena M.; Terenzini, Patrick T.; Pascarella, Ernest T.
Collaborative Learning: Preferences, Gains in Cognitive & Affective Outcomes, and Openness to Diversity among College Students. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cooperative Learning; *Diversity (Student); Emotional Development; Higher Education;

ED 427 607 HE 031 798

Kezar, Adrianna J.
Higher Education Research at the Millennium: A Study of Current State and Future Prospects. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Educational Quality; Focus Groups; Futures (of Society); *Higher Education; *Postsecondary Education as a Field of Study; *Research and Development; Research Utilization; *Theory Practice Relationship; *Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting

This study compared the ideas of researchers with those of practitioners in higher education regarding what is considered significant and useful literature in terms of content, methodology, and format. The findings were interpreted in terms of theories of action research and the quality movement. Data were compiled using focus groups of researchers and practitioners meeting at five major national conferences and a survey completed by focus group participants and individuals who responded to a posting on the Web, for a total of 82 responses. Data analysis suggested three major themes: (1) both practitioners and researchers agreed there were few memorable pieces in the higher education literature, that more meaning was to be found outside higher education literature, and that dissemination was ineffective; (2) practitioners and researchers differed as to the content and format they found useful and in their standards for assessing quality; and (3) practitioners' and researchers' viewpoints diverged most when discussing significant issues to study, gaps in the literature, future directions, and improving the higher education literature. Possible reasons for this gap are discussed, including paradigmatic assumptions; different cultures or roles; professional field or discipline; disciplinary differences; tenure, promotion, and socialization factors; and seeing a false dichotomy between theory and practice. (Contains 31 references.) (DB)

ED 427 608 HE 031 799

Hearn, James C.
If Not Us, Who?: Thoughts on Policy-Related Work by Higher-Education Faculty. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Educational Policy; *Higher Education; *Policy Analysis; *Policy Formation; *Postsecondary Education as a Field of Study; Research Needs

identifying, troubleshooting, and recording; preventive action; and corrective action--and an RWI of 12 percent; (3) handling, storage, packaging, preservation, delivery of materials with an RWI of 11 percent; (4) quality assurance with 2 subcontent areas--quality assurance concepts, inspection and testing--with an RWI of 18 percent; (5) safety with 2 subcontent areas--safety procedures, safety regulations and information--and an RWI of 21 percent; (6) tools and equipment with an RWI of 8 percent; and (7) general knowledge with 2 subcontent areas--basic knowledge, manufacturing knowledge--and an RWI of 14 percent. Each subcontent area is further subdivided into lists of procedures or steps. (YLB)

ED 427 150 CE 076 325

Engineering Technologies Core Model.
PUB DATE- 97
NOTE- 434p.; Product of the Heart of Ohio Tech Prep Consortium.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Competence; Competency Based Education; *Cooperative Programs; *Course Content; Education Work Relationship; *Engineering Technology; High Schools; Institutional Cooperation; *Tech Prep; Technical Education; Two Year Colleges; Vocational Education

This document is a curriculum guide for a 4-year articulated engineering technology program created by the Heart of Ohio Tech Prep Consortium. The program covers the last 2 years of high school and a two-year college technical degree. The guide begins with a map of the program and includes the following sections: (1) secondary and postsecondary curriculum pathways and narratives; (2) secondary technical competencies (unleveled); (3) secondary academic competencies (unleveled); (4) secondary competencies (leveled per school); (5) postsecondary competencies; (6) advisory and review committee members; and (7) program application. Courses, competencies, and content are described throughout the guide. (KC)

ED 427 151 CE 077 104

Adult Education for All. Minority and Indigenous Communities at CONFINTEA V (Hamburg, Germany, July 14-18, 1997). Seminar Report.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Civil Rights; Cultural Differences; Cultural Pluralism; Developing Nations; Foreign Countries; Language Minorities; *Lifelong Learning; *Literacy Education; Minority Group Influences; *Minority Groups; *Multicultural Education; Religious Cultural Groups; Social Discrimination

Ten themes were explored at the Fifth World Conference on Adult Education: (1) adult learning and democracy; (2) improving the conditions and quality of adult learning; (3) ensuring the universal right to literacy and basic education; (4) adult learning, gender equality and equity, and the empowerment of women; (5) adult learning and the changing world of work; (6) adult learning in relation to environment, health, and population; (7) adult learning, culture, media, and new

FE colleges throughout the United Kingdom. Data were collected from the following sources: interviews with FE college managers, staff, and students; review of data and pertinent internal document at each college, and survey of current and withdrawn students. It was concluded that students are more likely to drop out if they fit into one of the following categories: believe that they not have been placed in the most appropriate course; applied to college late; have difficulty making friends and/or settling in at the beginning of their course; are less (compared with their peers) satisfied with the quality of teaching, their course timetable, and/or available help getting a job; are male; have difficult financial circumstances; and have their fees waived or reduced. Strategies for colleges, funding and inspection agencies, and government agencies seeking to reduce dropout rates were identified. (Contains 41 references and 35 figures. Appended are discussions of the following: validity of the student survey sample, variations between colleges, and other research on retention.) (MN)

ED 427 170 CE 078 034

Gravatt, Julian
That's the Way the Money Goes. Further Education Funding in England in the Next 12 Months.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Programs; Budgets; *Cost Effectiveness; *Educational Finance; Enrollment; Expenditures; Federal Aid; Financial Policy; *Financial Support; Foreign Countries; Government School Relationship; *Lifelong Learning; Postsecondary Education; Program Costs; Public Policy; Tables (Data); *Technical Institutes; Vocational Education
IDENTIFIERS- *England; Learning Society

Expenditures on further education (FE) in England were examined as part of the Comprehensive Spending Review (CSR), which was a zero-based budgeting exercise performed by the Labour government for a 3-year period covering 1999-2002. The CSR increased total FE funding by 7% in 1999-2000. When the anticipated 5% increase in FE enrollments and inflation are factored in, however, FE colleges will be required to make efficiency gains of 1%. Extra money will be linked to targets. Growth, efficiency, and increased achieved were concluded to be the three likely main targets for FE. Decisions on funding beyond 2000 will be shaped by the government's lifelong learning policies. According to the 1998 green paper "Learning Age," those policies will center around two flagship projects: the Individual Learning Accounts and University for Industry projects. Public financial support for adults will be targeted toward the following goals: bringing back those adults who stopped learning after school, addressing particular shortages, widening disadvantaged adults' access to education, and enabling individuals to choose the best method of learning for them. National pilots of new education maintenance allowances were planned for 1999-2000. (Contains 10 tables.) (MN)

ED 427 171 CE 078 035

Sherritt, Caroline
Results of a Study of Hong Kong and Taiwan Open Universities.

service programs do not feel their programs have the capacity to provide for needs of persons with disabilities (PWDs) and avoid the issue; state agencies do not clearly understand each others' responsibilities and roles in meeting needs of PWDs in their literacy programs; training for state and local administrators and service providers on the laws and instructional interventions related to disabilities is inadequate; meeting needs of persons with learning disabilities is perceived to be more problematic than meeting access needs of persons with physical disabilities; and the current level of disability services in adult literacy programs varies greatly by state. Five steps toward solutions were offered: gain a real picture of what is happening in all states; create ongoing working groups at the state and national levels focused on these issues; develop partnerships to expand resources available for literacy services; work towards developing a means to better identify disabilities; and provide input into state and federal legislation. (Appendixes include a list of participants, federal policy statement, state initiatives, and participant comments.) (YLB)

ED 427 188 CE 078 079

Sticht, Thomas G.
Beyond 2000: Future Directions for Adult Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Adult Education; *Cognitive Development; Economic Change; Economic Climate; Educational Planning; *Educational Trends; Federal Legislation; *Futures (of Society); Literacy Education; Program Development; *Sociocultural Patterns; *Technological Advancement
IDENTIFIERS- *Adult Education Act

This paper provides adult educators with information they can use to produce perspectives for the future of adult education (AE). Part 1 provides a perspective on the past and present of AE that falls under the aegis of the Federal Adult Education Act of 1966 and subsequent amendments. It paints a picture of AE from the mid-1960s to the present and reveals trends in funding of and participation in AE by certain segments of the adult population. Part 2 looks at trends and activities that may exert an influence on AE in the early part of the next century: social trends such as population and demographic changes; economic trends such as globalization of the work force, nature of work, and demands for intellectual skills that have affected the delivery system for AE; technological changes such as communications and computer technologies that affect how adults seek information and education; and brain and cognitive sciences research that offers new insights about the potential for childhood and adult cognitive development over the life span and intergenerational transfer of language and other cognitive skills. Part 3 examines government and legislative trends that reflect the idea of "devolution" of responsibility from the federal to the state and local levels. Part 4 discusses planning issues involved in moving the present AE system from a marginal to a mainstream position in the educational system. It looks at new data resources and technologies for planning and program analysis. Six pages of notes and literature citations are appended. (YLB)

In this book, the former coordinator of the Technical Assistance Project of the African Association for Literacy and Adult Education (AALAE) provides an insider's account of the corruption, political management, and organizational mismanagement of the AALAE in 1991-1996. Chapter 1 introduces six myths regarding nongovernmental organizations (NGOs): NGOs have the capacity to reach the poor and vulnerable; NGOs are better placed than governments to address the needs of the poor and vulnerable; NGO work is characterized by innovation and flexibility; NGOs have greater potential than government bureaucracies in empowering people at the grassroots to achieve self-reliant development; African NGOs are people's organizations; and NGOs complement governments' development efforts. These are among the topics discussed in chapters 2-12, which systematically expose each myth, are as follows: ownership of the AALAE; organizational dysfunction; roots, causes, and essence of the AALAE's current crisis; action by donors and partners; the AALAE audit; issues uncovered; and lessons learned. Fifteen tables/figures are included. Appended are the following: questionnaire used to survey of AALAE members on the AALAE's reorganization; survey findings; chronological account of the AALAE's crisis; case study of program mismanagement; and list of executive council members. The book contains 187 references. (MN)

ED 427 206 CE 078 107

Wills, Joan L., Ed.
Employers Talk about Building a School-to-Work System: Voices from the Field.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Basic Skills; Comparative Analysis; Curriculum Development; *Education Work Relationship; Educational Improvement; *Educational Needs; Educational Policy; Educational Practices; Educational Trends; *Employer Attitudes; Essays; Federal Legislation; Foreign Countries; High Schools; Labor Needs; Needs Assessment; Partnerships in Education; Public Policy; *School Business Relationship; State of the Art Reviews; Strategic Planning; *Systems Approach; Trend Analysis; Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- Europe; *School to Work Opportunities Act 1994; United States

This document contains background information on the school-to-work (STW) movement and 20 essays written by employers and intermediaries involved in STW program planning and implementation. Four points are highlighted: (1) it takes time to assemble an STW system; (2) the number of students participating in structured work-based learning remains small; (3) STW marketing is required; and (4) brokers between education/training and employers are needed. The following essays are included: "'Skilled Workers Needed" (Rene Craft); "Stepping Forward and Stepping Up to New Roles" (Lee Doyle); "'Sheer Necessity'" (George H. Kaye); "School-to-Careers: A New Revolution" (Larry Stupski); "Clear Links to Core Business Goals: A Necessity!" (Dave Johnson); "Sustainable Strategy for the Next Century" (Renee Lerche, Mike Schmidt); "Building New Bridges" (Michael Bzdak); "Trust Is the Elixir of Commitment" (Lisa Goldberg); "WOMP: Give Them Something to Talk About" (Rogercarole Rogers); "A Sustained and Evolving Commitment"

(Assessment, Instruction, Mastery), a tutor program accountability system developed in Oregon, in 15 volunteer-based programs in Pennsylvania and to make recommendations on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs. During the project, 100 tutors and program staff from 15 programs attended training workshops on the use of the A.I.M. system. Over the program year, 131 tutors and program staff used the assessment with 169 students. Tutors liked the A.I.M. because they were able to see concrete evidence that their students were learning. Students were pleased because they were tested on an ongoing basis and in situations in which they were comfortable. Program staff noted that the materials gave them an additional means of reporting success that was directly related to many of the real-life goals of the students. The project concluded that the competency lists of the A.I.M. can be a way to bring uniformity and validity in measurement to individualized goal-oriented literacy programs. The process was enthusiastically received by the literacy programs involved. A training process was developed and will be used in continuing the program for an additional year. (Survey results, A.I.M. checklists, and examples of evidence of mastery are included in the report.) (KC)

ED 427 224 CE 078 135

Preparing Adult Practitioners for a "Work-First" Instructional Model Necessitated by Welfare Reform. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Programs; Behavioral Objectives; Case Studies; Curriculum Development; *Education Work Relationship; Educational Strategies; *Inservice Teacher Education; Learning Activities; Lesson Plans; *Literacy Education; Material Development; Mentors; Models; Outcomes of Education; Program Effectiveness; Program Guides; Questionnaires; Records (Forms); Teaching Methods
IDENTIFIERS- *Welfare to Work Programs; 353 Project

This document includes the final report of a project to develop a process for preparing adult basic education (ABE) practitioners to use a "work first" instructional model and a practitioner training manual. The report details how four literacy practitioners worked with mentors experienced in teaching work force education to adapt work force literacy curricula and approaches to traditional ABE and tutoring sessions and how they used the revised curriculum to provide 50 hours of instruction to 10 welfare recipients. The training manual includes the following materials for each of the four training sessions: goals, introductory materials, learning activities, and wrap-up activities. The session topics are as follows: impacts of welfare reform on learners and differences between the approaches used by work force and community educators; techniques for adapting work force lessons to ABE classrooms and ascertaining learner goals; results of implementation of the work force lesson plan in ABE classrooms; and key elements

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Educators; Competency Based Education; Foreign Countries; Guides; *Inplant Programs; Job Skills; *Job Training; Literacy Education; *Small Businesses; Staff Development; *Vocational Education; *Workplace Literacy
IDENTIFIERS- *Australia; Microenterprises

This guide is designed to orient vocational education and training (VET) providers and adult educators to one approach to work-based learning in small business training and development used in Australia. Chapter 1, "About this Guide" (Merilyn Childs), provides an overview of the key players and conceptual frameworks involved in the small business work-based research project in the Greater Western Sydney region (1996-97) whose approach is detailed here. Chapter 2, "What Is Meant by 'Small Business'?" (Merilyn Childs, Margot MacManus, Jenny McGee), provides an overview of the term "small business," drawing on statistical and research data from within and outside the VET sector. Chapter 3, "Learning Partnerships with Small Business" (Merilyn Childs et al.) provides an overview of the key assumptions, principles, issues, and strategies that could be adopted and used by a VET provider who wanted to become a small business VET provider. Chapter 4, "Micro and Small Business Enterprises and the Key Competencies" (Merilyn Childs), asks questions about the Mayer Key Competencies, drawing on Field and Mawer's (1996) interpretation of them within high performing enterprises as a basis for articulating the important differences between small and large business work-based learning. Attachments, amounting to approximately 40 percent of the guide, include profile information about the 10 small businesses involved in the research project and vignettes of work-based learning; professional development overhead transparency masters; and 75 references. (YLB)

ED 427 243 CE 078 173

Dwyer, Peter; Stokes, Helen; Tyler, Debra; Holdsworth, Roger
Negotiating Staying and Returning. Young People's Perspectives on Schooling and the Youth Allowance. Research Report 18.
SPONS. AGENCY- Victoria Education Dept. (Australia).
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Dropout Research; Dropouts; Educational Finance; *Educational Legislation; Educational Research; Federal Legislation; Foreign Countries; Outcomes of Education; Postsecondary Education; Program Effectiveness; Questionnaires; *Reentry Students; *School Holding Power; Secondary Education; Student Attrition; *Training Allowances; *Youth
IDENTIFIERS- *Australia

In Australia, the Youth Allowance (a form of government income support) is being changed to require that most youth under 18 who receive it be engaged in full-time education or training. This change has positive and negative potential impacts on young people, schools, families, technical and further education, adult and community education, and community agencies. According to interviews with students, young people, teachers, and support workers (n=104), young people say they stay in school because of a general understanding that is what one does, a commitment to obtaining the deferred outcomes of expertise," 12 projects relate to these themes: promote competencies and lifelong learning, monitor developments in VET in Member States, and serve European mobility and exchanges. In section 2, "Exchange and dialogue: stimulating debate," are the following projects: the study visits program to encourage exchanges of experience and information between experts through visits to Member States; and "Agora" Thessaloniki to provide opportunity for the worlds of research, social partners, and policy development to confront each other. As a partner in policy development, CEDEFOP provides the European Commission, Member States, and social partners with information for discussions. It encourages comparative research and analysis and disseminates information on results through the European Research Directory, a second report (to be published in 2000) on VET research in Europe, and bringing together transnational networks on VET. In section 3, "Keeping people informed: information and dissemination," are CEDEFOP's publications and information services: nonperiodical publications (descriptions of national VET systems and reports on project outcomes); periodicals; Library and Documentation Service; Electronic Training Village; and its Internet site. (Appendixes include medium-term priorities ,1997-2000; information and communication policy; and organization chart.) (YLB)

ED 427 261 CE 078 219

King, Kathleen P., Ed.; Ferro, Trenton R., Ed.
Proceedings of the Pennsylvania Adult and Continuing Education Research Conference (Chester, Pennsylvania, March 21, 1998).
PUB DATE- 98
NOTE- 121p.; Cosponsored by Association of Continuing Higher Education Region IV, Marywood University, Pennsylvania Association for Adult Continuing Education, Temple University, and Widener University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Children; *Adult Education; Adult Educators; Andragogy; *Correctional Education; *Distance Education; Educational Philosophy; *Educational Research; Ethics; Family Caregivers; High School Equivalency Programs; Higher Education; Hospitality Occupations; Job Training; Nontraditional Students; Parent Child Relationship; Program Development; Role of Education; State Programs; Teacher Attitudes; Technology; Trainers; Vocational Education; *Womens Education; Workplace Literacy

This conference provided researchers and practitioners with a forum for sharing research findings that focus on the link between research and practice in adult, continuing, and community education. The proceedings consists of 17 papers and a symposium. The agenda is provided. The three invited papers are as follows: "Imprisoned Bodies--Free Minds: Incarcerated Women and Liberatory Learning" (Irene C. Baird); "Commonwealth of Pennsylvania's GED General Educational Development Graduates' Progress" (Gary J. Dean); and "Knowledge as 'Quality Non-Conformance': A Critical Case Study of ISO 9000 and Adult Education in the Workplace" (Fred M. Schied et al.). The 13 refereed papers are as follows: "Hotel, Restaurant, and Institutional Management Faculty Perceptions of Distance Learning: Motivation to Teach Distance Learning Courses" (James A. Bardi); "Listening to Workplace Trainers: What's Wrong with Our Train-the-Trainer Programs?" (Katherine V. Beauchemin); "Leisure Travel as Adult Education" (Elizabeth Beswick, Rebecca Taksel); "Administering Distance Learning: From Planning to important part of the solution. This book is intended as a guide for employers, community-based organizations, college students, senior citizens, or others who are interested in starting a mentoring program to help prepare adolescents for college attendance. In addition to practical information about starting and operating a program, interspersed throughout are examples of successful programs, as well as resources to call upon for more information and support. In many cases the experiences of these groups and organizations may be the most helpful resource for those developing a mentoring program. This guide is divided into three sections. Section 1 is devoted to questions and answers concerning mentoring programs. Section 2 provides guidelines for the development of mentoring programs, from the first steps of program planning to recruiting and training mentors to running and evaluating the program. Finally, Section 3 provides additional profiles and relevant resources to aid those interested in beginning such a program. (Author/MKA)

ED 427 280   CG 029 149

Do Gatekeeper Courses Expand Education Options? Statistics in Brief.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Admission; College Attendance; *Grade 8; Higher Education; *Mathematics Instruction; *Second Language Learning; Secondary Education; *Secondary School Students; Tables (Data)

The data in this report were obtained from the base-year and follow-up surveys of the National Education Longitudinal Study of the Eighth Grade Class of 1988 (NELS:88). NELS:88 began with a sample of 1,052 schools and 24,599 eighth graders. The results of this report apply to students who were eighth-graders in 1988 and graduated from high school in 1992. Results show that not all students who take higher-level math or foreign language courses in high school apply to four-year colleges or universities during their senior year in high school. However, students who do enroll in algebra or foreign language during eighth grade are more likely to pursue a four-year postsecondary education at the end of high school. This is true regardless of the level of math or foreign language attained by these students. For those students who aspire to obtain a postsecondary degree, it is useful for the planning process to commence as early as eighth grade or even before. The results of this study are useful for students who plan to attend college and their parents in determining some of the factors that are associated with their child attaining academic success. Includes graphs and tables depicting study results. (Author/MKA)

ED 427 281   CG 029 150

Compendium of School-Based and School-Linked Programs for Pregnant and Parenting Adolescents.
PUB DATE- 99
NOTE- 97p.; EduTech, Ltd. developed this publication under a U.S. Small Business Administration contract.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

teachers have found most valuable and effective in improving literacy instruction and students' achievement. By "balanced literacy instruction," the book means providing students with systematic, explicit instruction on skills and strategies in the context of authentic, meaningful activities. Chapters in the book are: (1) Perspectives; (2) Overview of the Readers' Workshop; (3) Structuring the Readers' Workshop; (4) Teacher-Directed Activities in the Readers' Workshop; (5) Student-Directed Activities in the Readers' Workshop; (6) Overview of the Writers' Workshop; (7) Structuring the Writers' Workshop; (8) Teacher-Directed Activities in the Writers' Workshop; (9) Student-Directed Activities in the Writers' Workshop; (10) Overview of Assessment and Evaluation; (11) Evaluating Progress in the Readers' Workshop; (12) Evaluating Progress in the Writers' Workshop; and (13) Keeping It Going. (RS)

ED 427 301 CS 013 427

Stanik, Amy
The Effect of Utilizing Periodicals To Increase Motivation in Sixth Grade Remedial Reading Students.
PUB DATE- 99
NOTE- 47p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 6; Instructional Effectiveness; Intermediate Grades; *Periodicals; Questionnaires; *Reading Attitudes; *Reading Motivation; Reading Research; Reading Skills; *Remedial Reading; *Student Motivation
IDENTIFIERS- New Jersey

The purpose of this study was to determine whether or not periodicals would be useful in motivating low performing sixth grade readers. Two groups of remedial reading students from a New Jersey suburb were studied over a four month period. The control group was taught reading skills using conventional materials such as novels and short stories. The experimental group was taught reading skills using periodicals in addition to the conventional materials. Consistent with previous research, both groups demonstrated a decrease in reading motivation by the end of the treatment period. However, the experimental group showed less of a decrease than the control group, indicating that although the periodicals did not have a positive affect on reading attitudes, it may have prevented student attitudes from declining further. Contains 37 references and 2 tables of data; appendixes contain the survey instrument and raw data. (Author/RS)

ED 427 302 CS 013 428

Frantantoni, Danielle Marie
The Effects of Direct Instruction of Sight Vocabulary and How It Can Enhance Reading Rate and Fluency.
PUB DATE- 99
NOTE- 39p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Instructional Effectiveness; Low Achievement; *Middle School Students; Middle Schools; *Reading Improvement; Reading Rate; Reading Research; *Sight Vocabulary; *Tutoring; Word Recognition
IDENTIFIERS- *Direct Instruction; Reading Fluency

English's Committee on Teaching about Genocide and Intolerance, the 16 essays present approaches to teaching various works as literature. Essays include: (1) "Struggling with the Meaning of Tolerance" (Caroline E. Heller and Joseph A. Hawkins Jr.); (2) "After Freedom: Jim Crow in Life and Literature" (Milton Kleg and Celia Bard); (3) "Noticing 'The Color Purple': Personalizing the Invisible" (Mari M. McLean and Christine M. Gibson); (4) "The Foreigner at Home: Faces of Asian Diaspora in Tan and Nunez" (Toming Jun Liu); (5) "Teaching Chinua Achebe's 'Things Fall Apart'" (Carol Danks); (6) "The Salem Witch Trials: History Repeats Itself" (Bonnie R. Albertson); (7) "Teaching Conflict-Resolution Strategies through Multiethnic Literature" (Belinda Yun-Ying Louie and Douglas H. Louie); (8) "Young People Respond to the Elderly" (Leatrice B. Rabinsky); (9) "Peer Dialogue Journals: An Approach to Teaching Tolerance" (Kate Kessler); (10) "Defining Genocide: Words Do Matter" (Samuel Totten); (11) "Teaching the 'Holodomor' (Ukraine Famine): Issues of Language, Literary Pedagogy, and Learning" (Judith P. Robertson); (12) "Teaching about Women in Twentieth-Century Genocides" (Marjorie Bingham); (13) "Academic and Pedagogical Issues in Teaching the Holocaust" (Sandra Stotsky); (14) "Teaching the Holocaust in the English Classroom: Hearing the Voices, Touching the History" (Grace M. Caporino); (15) "Incorporating Poetry into a Study of the Holocaust" (Samuel Totten); and (16) "It's Not Just What You Teach, But Who You Teach" (Sallie M. Fine). In addition to general resources for teaching about genocide and intolerance, the book presents annotations of African American, Asian American, Chicano/Chicana, Native American, Gay and Lesbian, and Holocaust resources. (RS)

ED 427 326 CS 216 587

Lu, Mei-Yu
English-Only Movement: Its Consequences on the Education of Language Minority Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Children; *Educational Discrimination; Educational Opportunities; Elementary Secondary Education; *English Only Movement; *Equal Education; Language Attitudes; Language Minorities; Official Languages; *Politics of Education
IDENTIFIERS- ERIC Digests

Noting that the English-Only movement (which advocates that English be the official and only language used in the United States) dramatically influences the lives of language minority children, this Digest first examines the ideologies undergirding the English-Only movement. It then reviews the consequences of imposing this legislation on the language minority population. Next, the Digest presents a summary of research findings on the importance of mother tongue maintenance among language minority children. The Digest concludes by exploring the implications of the English-Only movement on equality and equity education for all children. (SR)

ED 427 327 CS 216 588

Cole, Carolyn Coman, and Mem Fox. Suggested author studies are also included for Kathryn Lasky, Patricia Polacco, and Mildred Taylor. Each study illustrates the interconnectedness of aesthetic, critical, and biographical response on the part of young readers and writers, and showcases the breadth and depth of their response. Based on the belief that the best author studies are those that unfold as children and teachers collaborate, each study finds its compass in the constructive powers of the young mind rather than in preplanned units. Illuminating the book are also the voices of the authors themselves who share their probing insight about author studies. Chapters in the book are: (1) The Allure of Authors; (2) Historically Speaking: The Place of Author; (3) Author Study as Multiple Response: Featured Author: Carolyn Coman; (4) Picture Book Author Study: Featured Author: Mem Fox; (5) Designing an Author Study; (6) Chapter Book Author Study: Featured Author: Avi; (7) Nonfiction Author Study: Featured Author: Joanna Cole; and (8) The Endless Possibilities of Author Studies. (Contains approximately 200 professional references and 87 references to works of children's literature.) (Author/RS)

ED 427 346 CS 216 616

Adams, Arlene
Handbook for Literacy Tutors: A Practical Approach to Effective Informal Instruction in Reading and Writing.
PUB DATE- 99
NOTE- 191p.; Foreword by Richard L. Allington.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Reading Comprehension; *Reading Instruction; *Tutoring; *Tutors; Vocabulary Development; *Writing Instruction; Writing Strategies
IDENTIFIERS- Process Approach (Writing)

Aiming to make the literacy tutoring task as easy and effective as possible, this guidebook presents a set of strategies that tutors can implement immediately as they begin to work with students and provides enough information about the elements of literacy learning and effective instruction so tutors can make sensible decisions about the best instruction for particular students. It provides a brief overview of what is known about literacy, describes the structure for tutoring lessons, and provides background for individual literacy topics. Chapters in the guidebook are: (1) Welcome; (2) Reading Comprehension; (3) Organizing the Tutoring Lesson; (4) Beginning the Tutoring Lesson; (5) Broad-Range Strategies; (6) Moderate-Range Strategies; (7) Word Identification and Vocabulary; (8) Decoding; (9) Process Writing; and (10) Writing Tools and Informal Writing. (Contains 22 references and a 93-item glossary. Appendixes contain literacy interest inventories, a list of high frequency words, tutoring forms, logs, and worksheets.) (RS)

ED 427 347 CS 509 958

Jacobs, Richard M.
Road Maps To Understand School Communication.
PUB DATE- 93
NOTE- 33p.

This paper presents a draft of a code designed specifically for communication professionals engaged in consulting and training. It first reviews several of the underlying ethical principles and practices that should be underpinnings of a code and then offers a working proposal for general discussion. The code presented has gone through several versions and should be considered a working document. The first version of the code was first presented at the 1994 Communication Ethics Conference. Many of the ideas contained in the document emerged from on-going discussions with members of the Commission. (Contains 21 references and the code.) (Author/CR)

ED 427 368 CS 510 001

Williams, Colleen C.
Incorporating Narratives and Postmodernism Theory into the Introductory Communication Speech Course.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; Interpersonal Communication; Introductory Courses; *Narration; *Speech Communication; Teaching Experience; Teaching Methods
IDENTIFIERS- *Postmodernism

Intended for teachers, this paper offers a method of incorporating narratives and postmodernism theory into the introductory communication course. It discusses narrative and the essential role it plays in attaching meaning to human experiences and establishing their identities. The paper describes the concepts taught in the introductory course, including perception, interpretation process, stereotyping, self-reflection, culture, and conflict. It then presents three activities to use in the basic communication course to integrate narrative perspectives toward communication. The paper includes a personal story of an instructor's teaching experience. (CR)

ED 427 369 CS 510 003

Whitney, Shawnlee A., Ed.
National Developmental Conference on Individual Events Addressing Individual Events, NFA Lincoln-Douglas Debate, and NPDA Parliamentary Debate Conference Proceedings (3rd, Houston, Texas, August 13-16, 1997).
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Oral Interpretation; Persuasive Discourse
IDENTIFIERS- *Debate Coaches; *Debate Tournaments; Individual Events (Forensics); National Parliamentary Debate Association

This proceedings presents 19 papers delivered a National Developmental Conference on Individual Events, addressing individual events, Lincoln-Douglas debate, and parliamentary debate. After presenting the conference schedule, the list of attendees, and resolutions, papers in the proceedings are: "The dedicated to the intellectual and personal nurturing of all children, based on home, school, and community involvement. The New American Schools (NAS), a private organization founded in 1991, promotes some of these programs by designing goals, training personnel, and providing assistance for programs such as these: America's Choice Design Network, ATLAS Communities, Co-NECT Schools, Expeditionary Learning Outward Bound, Modern Red Schoolhouse, Purpose-Centered Education--The Audrey Cohen College System of Education, Roots and Wings, and Urban Learning Centers. Other comprehensive programs are the Comer Model (School Development Program), Success For All, Paideia Program, Coalition of Essential Schools, and Schoolwide Projects. According to a RAND report, two factors critical for success are that educators have a full understanding of the program design and be allowed to implement a program of their own free will. General funding requirements and qualifications for CSRD funding, available from July 1, 1998 through September 30, 2000, are included. (Contains lists of 11 resources and 5 websites.) (RIB)

ED 427 389   EA 029 552

Krop, Cathy S.; Carroll, Stephen J.; Anderson, John R.
Tracking K-12 Education Spending in California: An Updated Analysis.
SPONS. AGENCY- California School Boards Association, Sacramento.
PUB DATE- 98
NOTE- 70p.; For the previous report, see ED 385 893.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Financial Support; Government School Relationship; *Money Management; School Community Relationship; *School Funds; Tables (Data)
IDENTIFIERS- *California; Rand Corporation

This study provides a detailed look at statewide, county, and district spending for K-12 education in California during 1994-96, and updates an earlier study (Krop and others, 1995) examining how California's allocation of federal, state, and local education dollars were spent. California's financial reporting system as well as average K-12 expenditures during this period were the primary sources of data for this report. In addition to discussing how school districts spend their money, this study not only examines how a district's size affects allocation, but also describes a method of organizing education spending into categories of expenditure. Details on the types of expenditures in each category, the basis for their placement, and the size of expenditure are provided. Section 1 provides background to the previous study and contextualizes the current study. Section 2 describes the categories of expenditures and defines K-12 expenditures. Section 3 contains descriptions of the types of district expenditures included under each of the expenditure categories. Section 4 examines total K-12 expenditures by adding county expenditures to state expenditures. Section 5 discusses variations in expenditure patterns based on district size, materials, and personnel. (Contains graphs, tables, lists, and 20 references.) (RIB)

ED 427 390   EA 029 556

Gender Gaps: Where Schools Still Fail Our Children.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, DC.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; School Law; *School Security; *Sexual Harassment; Student Development

This digest provides an analysis of sexual harassment in the context of Title IX issues. It features five articles, all of which examine a different component of Title IX concerns. It reports on a 1993 national survey that found that sexual harassment remains a significant problem, affecting both males and females. Two-thirds of all students surveyed reported being the targets of sexual comments, jokes, gestures, or looks. Recent court decisions have helped clarify what constitutes sexual harassment, and guidelines for schools are offered, such as the statement that sexual harassment is more than a peck on the cheek. The text describes ways that schools should respond to sexual harassment, including the admonition that the punishment should fit the crime. Strategies for handling sexual harassment include keeping a diary if sexual harassment happens more than once. Some trends in litigation involving sexual harassment are detailed, including some Supreme Court decisions and the recent case in which schools must receive actual notice of harassment to be held liable. For schools to be in compliance with Title IX, they must hire a coordinator who investigates complaints and other concerns. (RJM)

ED 427 408 EA 029 638

Dore, Betty; Jackson, Janet
Sexual Harassment in Middle Schools.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the National Middle School Association (Denver, CO, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle School Students; *Middle Schools; Prevention; School Law; *School Role; *School Security; *Sexual Harassment; Student Development

This paper presents an overview of the affects of sexual harassment on middle schools and discusses what can be done to prevent it. This paper suggests that school personnel must educate students about sexual harassment, and videos can be a particularly effective way to do this. Recent studies have shown that 81 percent of all students, grades 8 through 11, experience sexual harassment, which can originate from other students, both males and females, or from educators themselves. Sexual harassment is not about sex. Rather, it is about power; harassers like to have their own way and they make sure that others are afraid of them. This situation is exacerbated by the signals that girls receive from the advertising and entertainment industries, which often portray women as sex objects who dress up to receive attention, be it unwanted or not. Research has shown that sexual harassment affects the victim in five principal areas: physically, emotionally, in school performance and experiences, in both their immediate and later futures, and in job-related situations. Prevention is important and one way to ensure awareness of sexual harassment extent to which students manifest good character. The schools presented here are Benjamin Franklin Classical Charter School in Franklin, Massachusetts; Brookside Elementary School in Binghamton, New York; Buck Lodge Middle School in Adelphi, Maryland; Easterling Primary School in Marion, South Carolina; Hazelwood Elementary School in Louisville, Kentucky; James E. McDade Classical School in Chicago, Illinois; Mound Fort Middle School in Ogden, Utah; Mountain Pointe High School in Phoenix, Arizona; Newsome Park Elementary School in Newport News, Virginia; and Pattonville High School in Maryland Heights, Missouri. Schools were first identified through nominations made by individuals and organizations concerned with character education. Of the 100 schools nominated, about 25 were chosen for intensive study. (RJM)

ED 427 427 EA 029 673

Creech, Joseph D.
Educational Benchmarks 1998.
PUB DATE- 98
NOTE- 71p.; More detailed state-by-state data on many indicators used in the report available at http://www.sreb.org under "Education Data." For the 1996 report, see ED 399 682.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adult Education; *Benchmarking; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Higher Education; Outcomes of Education; School Effectiveness; Vocational Education
IDENTIFIERS- Southern Regional Education Board

This report details efforts that states in the Southern Regional Education Board (SREB) region have made to reach educational benchmarks for the year 2000. It focuses on readiness-for-school initiatives, such as preschool programs, and how schools in the SREB are advancing in this area. The report looks at student achievement, assessment of achievement, and how states are changing the tests they use to measure achievement. It examines the dropout rate and the successes in reducing student attrition, and discusses ways to further reduce the number of students leaving school. Significant progress has been made in cutting dropout rates and increasing enrollment, but it is unlikely that any SREB state will reach the goal of 90 percent of all students (25 and older) having high school diplomas by 2000. Higher percentages of high school graduates have completed a college preparatory curriculum. SREB states have raised standards for vocational students by increasing mathematics and science requirements. SREB states are also working to ensure that the percentage of adults attending college will equal or surpass national averages, and for those students who do attend college, SREB states will increase the quality and effectiveness of colleges and universities, with particular emphasis on the performance of undergraduate students. Central to these goals are efforts to improve teacher education, to improve teacher pay, and to enhance school effectiveness. (RJM)

ED 427 428 EA 029 674

Crampton, Faith E.
Survey of State Education Finance Legislative Activity and Trends, 1994-1997.
PUB DATE- 98

to expand the capacity of early childhood staff, administrators and families to work together toward improved education for all young children and maximizing the inclusion of young children with disabilities in the school community. The project has two primary components: (1) the inservice training process, a year-long school-based, staff-driven professional development effort to promote collaborative learning among professionals and parents; and (2) the facilitator development program, a program to prepare selected teachers to take leadership roles in the REALIGN inservice training process. Approximately 165 staff and parents from five public elementary schools in Fairfax County, Virginia, participated in the inservice training component. Fifteen teachers were trained as facilitators under the second component. Evaluation findings demonstrate positive outcomes at the individual level, the school community level, and the programmatic level. The project also resulted in development of two products and dissemination in various formats. Individual sections of the report address the project's goals and objectives, the inservice training component, the facilitator development component, project impact, and future activities. Appendices include sample program documents and evaluation instruments. (DB)

ED 427 447 EC 307 009

Callahan, Carolyn M.; Tomlinson, Carol A.; Moon, Tonya R.; Tomchin, Ellen M.; Plucker, Jonathan A.
Project START: Using a Multiple Intelligences Model in Identifying and Promoting Talent in High-Risk Students. Research Monograph 95136.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Academic Achievement; Classroom Observation Techniques; Cultural Differences; Curriculum Development; Enrichment Activities; *Gifted; *High Risk Students; Intervention; Low Income Groups; Mentors; Models; *Multiple Intelligences; Outcomes of Education; Outreach Programs; Program Effectiveness; Program Evaluation; *Talent; *Talent Identification; Test Reliability; Test Validity

This monograph describes Project START (Support To Affirm Rising Talent), a three-year collaborative research effort to develop and apply gifted identification procedures based on Howard Gardner's (1983) theory of multiple intelligences. Specifically, the study attempted to: (1) develop identification procedures; (2) identify high-potential primary age students from culturally diverse and/or low economic backgrounds using the multiple intelligences model; (3) investigate the reliability and validity of the identification procedures; and (4) test the efficacy of specific interventions on student achievement and attitudes about school and self. Identified students were assigned to one of three conditions: an experimental condition involving modification of classroom activities and a family outreach program; an experimental condition involving modification of classroom activities, a family outreach program, and a mentorship; and a control group. Findings of the qualitative and quantitative study are grouped

*Delayed Speech; Developmental Delays; *Disability Identification; *Early Identification; *Eligibility; English (Second Language); Evaluation Methods; Expressive Language; Guidelines; Hearing Impairments; Infants; Language Acquisition; Limited English Speaking; Parents with Disabilities; Preschool Education; Referral; *Speech Impairments; Stuttering; Toddlers
IDENTIFIERS- *Connecticut

This document presents guidelines for differential diagnosis and eligibility determination under Connecticut's Birth to Three System for young children with communication problems, usually delayed speech. An executive summary presents a rationale and recommendation locator in the form of a matrix of communication problems, the eligibility decision, the rationale for this decision, and recommendations. Section 1 offers guidelines for evaluating specific expressive language delays (SELD). Subsections consider early identification of SELD (otitis media, phonology, and oral motor/developmental apraxia of speech), determining eligibility for Connecticut's Birth to Three System, intervention for eligible children, and strategies for children found not to be eligible. Section 2 is on fluency and covers early identification of stuttering like disfluencies, intervention for eligible children, and strategies for children found not to be eligible. Section 3 offers guidelines for children from homes in which English is not the primary language. This section covers early identification, intervention for eligible children tested in their primary language, strategies for children found not to be eligible, international adoptions, and hearing children of deaf parents. Frequently asked questions and their answers complete the guide. Among 16 appendices are an evaluation/assessment protocol, standards of English and Spanish phonological development, and a glossary. (Contains 68 references.) (DB)

ED 427 466 EC 307 036

Fiedler-Brand, Ellen; Lange, Richard E.; Winebrenner, Susan
Tracking, Ability Grouping and the Gifted. PAGE Bulletin.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Cooperative Learning; Educational Principles; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); *Homogeneous Grouping; Minority Groups; Peer Relationship; *Track System (Education); Whole Language Approach

This brief bulletin addresses seven "myths" of tracking or ability grouping with gifted students in response to what is seen as a current movement against both ability grouping and tracking, which are characterized by the "anti-tracking" movement as inflexible and unaccommodating of a varied schedule. The following myths are countered: (1) tracking and ability grouping are the same thing; (2) ability grouping is elitist; (3) ability unfairly discriminates against racial and ethnic minority students because they are not equitably represented in gifted programs; (4) gifted students will make it on their own and grouping them by ability does not result in improved learning or achievement; (5) providing heterogeneously grouped cooperative learning experiences is most effective for serving all students, including the gifted; (6) assuring that there are some gifted students in all classrooms will provide positive role models for others and will automatically improve

This brochure for parents of gifted adolescents discusses strategies to use to support the interests of their children and how to recognize and extend their children's talents. Parents are urged to: (1) increase their knowledge about the child's area of interest; (2) discuss the child's present and future degree of involvement; (3) encourage the child to develop new interests by participating in a variety of activities; (4) teach the child to explore ideas early and throughout life; (5) encourage the child to experience the value and love of learning; and (6) understand what can be done to help their child. Questions are provided that parents may want to discuss with their son or daughter for developing a particular talent and strategies are included for helping children with multiple talents. (CR)

ED 427 486 EC 307 057

Delcourt, Marcia A. B.
What Parents Need To Know about...Recognizing and Encouraging Interests, Strengths, and Talents of Gifted Elementary School Children. Practitioners' Guide A9819.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Elementary Education; Elementary School Students; *Family Environment; *Gifted; *Parent Child Relationship; *Parent Participation; Role Models; Student Motivation; *Talent

This brochure discusses strategies that parents can use to support the interests of their children and how to recognize and extend their children's talents. Parents are urged to: (1) be aware of what their child likes to do and be patient with the changing patterns as the child explores areas of interests and strengths; (2) help to find a positive role model for the child, someone with whom the child can relate and who can provide additional information about a selected topic; (3) look for sources of information via schools, colleges and universities, libraries, and the Internet; and (4) remember that an important focus of exploring interest should be enjoyment. Questions are provided that parents may want to discuss with their child for developing a particular talent and strategies are included for helping children with multiple talents. Strategies designed to develop interest in gifted children include providing children with a variety of experiences, helping the child develop skills to successfully pursue an interest, facilitating development of possible projects, and realizing the importance of an appreciative audience for the child's work. (CR)

ED 427 487 EC 307 058

Rosenfeld, S. James
Section 504 and IDEA: Basic Similarities and Differences.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

schools are not meeting the needs of America's citizenry and that the schools are in need of repair. This paper describes a study conducted at Neville High School (Louisiana) in 1996-1997 and designed to examine the effects of facility renovation on faculty morale. Data collection included comments from 10 teachers along with direct observations, participant observation, and document review. Questions considered participant views of the renovation process; their levels of frustration; their concerns over changes in certain physical properties that may effect school tradition and heritage; and feelings of pride, motivation, and new attitudes. Findings show a wide spread of competing emotions, e.g., participants expressed negative comments about change while indicating how excited they were about the newness of it all. Despite numerous negative comments, overall morale appeared to be higher as a result of the renovations. Teachers were more active, showed greater collegiality, and were interested in showing visitors the newly renovated areas. Appendices describe the participants and present the history of the school. (Contains 4 references.) (GR)

ED 427 507 EF 005 216

Handbook for Public Playground Safety.
PUB DATE- 97
NOTE- 49p.; For an earlier version, see ED 387 866.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Design Requirements; Equipment Maintenance; *Equipment Standards; *Facility Guidelines; Injuries; *Playgrounds; *Safety; Site Analysis; Site Selection
IDENTIFIERS- Equipment Operation; *Playground Design; *Playground Equipment; Surfacing Materials

Playgrounds, being a fundamental part of the childhood experience, should be safe havens for children. This handbook includes technical safety guidelines for designing, constructing, operating, and maintaining public playgrounds. It also includes a "Public Playground Safety Checklist" to highlight some of the most important safety issues for parents and community groups. The handbook covers the following topics: surfacing; use zones for equipment; layout and design of playgrounds; installation and maintenance of equipment; materials of manufacture and construction; general hazards; stairways, ladders, and handrails; platforms, guardrails, and protective barriers. Additionally, it addresses safety issues concerning major types of playground equipment: climbing equipment, merry-go-rounds, seesaws, slides, swings, spring rockers, and trampolines. Five appendices include: suggested general maintenance checklist; entrapment recommendations and test methods; characteristics of surfacing materials; a description of loose-fill surfacing materials; and noteworth revisions to the 1997 handbook. (Contains 12 references.) (GR)

ED 427 508 FL 024 779

Joyce, Erin E.
Which Words Should Be Glossed in L2 Reading Materials? A Study of First, Second, and Third Semester French Students' Recall.
PUB DATE- 97
NOTE- 9p.

Proto-Ryukyuan Accent" (Moriyo Shimabukuro); "Vowel Deletion in Japanese" (Yuki Takatori); "The Old Japanese Vowel System: Implications of Speech Perception" (Natasha Warner); "Why, Contrastive Topic, and LF Movement" (Eun Cho); "On 'selo'" (Daeho Chung and Hong-Keun Park); "Scrambling of Weak NPs in Japanese" (Yasuo Ishii); "VP Complement of HI-Causative" (Ae-Ryung Kim); "Focusing Effects in Korean/Japanese Ellipsis" (Jeong-Seok Kim and Keun-Won Sohn); "A Lexical Mapping Theory Account of Korean Case Alternations" (Steven G. Lapointe); "Scrambling of Wh-Phrases and the Move-F Hypothesis" (Hideki Maki and Masao Ochi); "Structure Within VP in Japanese" (Kazuko Yatsushiro); "Ambiguity of Relational Nouns and the Argument Structure of Nouns" (Jeong-Me Yoon); and "The Strong neg Feature of Neg and NPI Licensing in Japanese" (Yasushi Yoshimoto). (MSE)

ED 427 528 FL 025 710

Rausch, Anthony S.
Language Learning Strategies Instruction and Use in the Japanese Foreign Language Curriculum: A "Menu Approach."
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Curriculum Design; Foreign Countries; High Schools; *Learning Strategies; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *Japan

Issues concerning language learning strategies instruction are discussed, and its use in second language education in Japan is encouraged. It is argued that language learning strategies, largely ignored in Japanese education, are useful but can only be realized by complementing the second language curriculum. The learning strategies concept is explained, a system is presented, and research on language learning strategies instruction is reviewed. Policy and practice in Japanese high school language instruction is then outlined, and the potential place of language learning strategies alongside the existing curriculum is explored. Conceptual simplification of the system presented above is argued for, and a revised system using spiralling of strategies and a "menu approach," in which learner objectives and specific learner needs can drive selection of strategies, is described. It is concluded that language learning strategies instruction must complement the curriculum and be made accessible for curriculum-oriented teachers and independent learners. (MSE)

ED 427 529 FL 025 711

Haley, Marjorie
Surviving Block Scheduling.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (31st, Nashville, TN, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

of content for classroom discussion, video use for testing, and types of commercial and authentic materials available for classroom use. Contains 16 references. (MSE)

ED 427 549 FL 025 745

Brown, David
Educational Policy and the Choice of Language in Linguistically Complex South African Schools. Formative Decision-Making by Significant Language Professionals and Governing Bodies. Education Policy Unit (Natal) Research Report.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- African Languages; Afrikaans; Curriculum Design; *Educational Policy; Elementary Secondary Education; English; Foreign Countries; *Governance; Group Membership; *Language of Instruction; *Language Role; Language Teachers; Multilingualism; *Policy Formation; Public Policy; Regional Characteristics; School Desegregation; *School Policy; Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *South Africa

A 1996 South African law vested elementary/secondary school governing bodies with formation of school policy concerning both language(s) used for instruction and those selected for second-language study. The study reported here investigated the perceptions of language teachers, principals, and governing body members on language policy, policy formation, and governing body membership. Twelve institutions were selected from three heterogeneous language areas of one region, most of them in complex and rapidly changing linguistic environments. A pilot focus group was also conducted with Durban-area teachers from a variety of schools. Results indicate that responses to demographic change among learners has been slow, particularly regarding integration of the language teaching profession and governing bodies. The proposed dual-language-medium system was seen as difficult to sustain. Schools offering Afrikaans as the only language medium have tended to isolate themselves from the integration process occurring nationally. Conflicting demands on resources for changing or maintaining schools' cultural orientation were found. Full development of indigenous languages as languages of instruction is elusive, and there is a growing perception that schools in particular areas may be dominated by governing bodies' choices of indigenous languages, constituting subtle exclusionary practice in some cases. Appended is the Department of Education Language in Education policy. Contains 14 references. (MSE)

ED 427 550 FL 801 267

Adkins, Myrna Ann; Birman, Dina; Sample, Barbara; Brod, Shirley; Silver, Margaret
Cultural Adjustment and Mental Health: The Role of the ESL Teacher.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 48p.; Small type throughout.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

database, while additional data on population, personal income, and college enrollment were obtained from the Bureau of the Census and the National Center for Education Statistics. It was found that 20 states had linear and 28 states had cubic distributions of per capita higher education appropriations from 1977 to 1996, verifying the belief that the ultimate decision on bottom-line, annual, state higher education appropriations is frequently the result of gubernatorial and legislative compromises that ultimately result in incremental increases that keep pace with inflation. Only six states experienced positive-slope trend lines related to the 20-year relationship of per capita higher education appropriations to per capita personal income, pointing to the need for higher education to continue its re-examination of mission and purpose and to halt on-going erosion of public support for higher education. It was also found that the ability of states to make public elementary and secondary education more fiscally equitable has had a positive influence on higher education funding. (Contains 15 tables, 18 figures, and 39 references.) (MDM)

ED 427 571 HE 031 762

Ojo, Patchechole
A Model Community Program To Acclimate Spouses of International University Students. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Attitudes; English (Second Language); *Females; *Foreign Students; Higher Education; Models; *Orientation; Program Evaluation; School Community Relationship; *Spouses; Travel
IDENTIFIERS- *ASHE Annual Meeting; University of Montana

This study evaluated the Spouses of International Students and Scholars (SISS) program at the University of Montana in Missoula, an orientation program designed to meet the adjustment and English-as-a-second-language needs of women from several countries. Twelve women from six different countries (China, Hong Kong, Japan, Korea, Nepal, and Taiwan) who were regular participants in the program completed interviews, and nine of the participants completed evaluative questionnaires concerning the program. Participant observation was used to gather additional data during the eight-month program. The results were organized into three different perspectives that reflected the women's views of living abroad. Perspective 1 focused on the fact that travel was necessary to accompany the husband; women with this perspective were initially the least enthused to be in the United States. Perspective 2 focused on the fact that travel was important to the growth of the male scholar and the female spouse; women in this group reported that they enjoyed being in Missoula. Perspective 3 focused on the fact that travel is a novelty and can be used to promote self-learning; women in this group proved to be the most self-sufficient and independent. (Contains 12 references.) (MDM)

ED 427 572 HE 031 763

Tsui, Lisa

Instructional Effectiveness; *Outcomes of Education; Peer Relationship; Racial Attitudes; *Student Development; Teaching Methods
IDENTIFIERS- *ASHE Annual Meeting; *National Study of Student Learning

This study examined possible solutions to the paradox faced by college administrators as they try to increase diversity in the student body while minimizing tensions. The study used 1994 data on 2,050 second-year college students from the National Study of Student Learning, a longitudinal investigation of factors influencing student learning and development. Five dependent variables were considered: personal development, appreciation for fine arts, analytical skills, understanding science and technology, and openness to diversity. Seven independent variables were examined: gender, ethnicity, parental education, precollege ability, racial composition of high school, effort (hours spent studying), experience with collaborative learning, preference toward collaborative learning, and second-year gains. Collaborative learning was found to predict gains in cognitive level, affective level, and openness to diversity across all student populations. Results suggest that cooperative learning practices can create the process and setting whereby learning is maximized, and preconceptions are confronted through positive, productive interactions among students of different backgrounds. (Contains 43 references.) (DB)

ED 427 590 HE 031 781

Cabrera, Alberto F.; Colbeck, Carol L.; Terenzini, Patrick T.
Teaching for Professional Competence: Instructional Practices That Promote Development of Group, Problem-Solving, and Design Skills. ASHE Annual Meeting Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *College Instruction; College Students; *Engineering; Higher Education; *Instructional Effectiveness; Problem Solving; Professional Education; Self Evaluation (Individuals); Skill Development; *Student Development; Teaching Methods; Teamwork; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

This study compared the effects of personal characteristics and teaching practices in the development of professional competencies by undergraduate engineering students. A survey completed by 480 engineering students gathered information concerning students' personal, academic, and demographic characteristics; characteristics of their current engineering course; and their self-evaluation of progress made in various areas as a result of their current course. Results indicated that self-evaluated gains in group, problem-solving, and design skills were more the result of current teaching practices than the outcome of students' precollege characteristics. Results suggest that gains in professional competencies can be fostered in the classroom by frequent interaction with and feedback from the instructor, frequent opportunities to work collaboratively with peers, and by clear instructions and structure provided by the instructor. No significant differences were found between

IDENTIFIERS- *ASHE Annual Meeting

This paper argues that involvement in higher education policy research and development is important for college faculty since not doing so leaves the field to others who may not exhibit sufficient objectivity or adequately emphasize the goals of understanding, effectiveness, and efficiency. First, it identifies some general problems of policy arenas, such as oversimplification of complex problems, interest-group activity, undue power of dominant personalities, shifting focuses of attention, scarce resources, and changing social and economic contexts. Following, examples of campus-based policy investigations in the area of higher education finance are cited. The paper concludes that academics doing good policy-related research on higher education need to be connected to government and administrators with more direct policy responsibilities. (Contains 11 references.) (DB)

ED 427 609 HE 031 859

Birnbaum, Robert

Policy Scholars Are from Venus: Policy Makers Are from Mars. ASHE Annual Meeting Paper.

PUB DATE- 98

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Policy; Higher Education; *Policy Formation; *Research and Development; *Research Utilization; Scholarship; *Theory Practice Relationship

IDENTIFIERS- *ASHE Annual Meeting

This paper rebuts four common assumptions underlying criticisms of higher education policy scholarship and policy making. The first assumption, policymakers agree on the nature of policy problems and therefore on the kinds of research needed, is rebutted by noting that actually, there is no way to identify and research all possible future policy issues. The second assumption, policy scholars are not now engaged in policy-relevant research, is refuted by noting that an informal survey shows a continuing high production of policy-relevant research. The third assumption is that policymakers are not now influenced by policy scholarship. Actually, social and policy research is integrated into the policymaker's entire store of information and thus difficult to trace to specific policy changes. The fourth assumption, that increased attention by policy scholars to producing and disseminating policy-relevant research would improve policymaking, is also refuted. Actually, the approaches and interests of research scholars and policymakers may often be quite different. These four assumptions are seen to support the existence of "two cultures," policy scholarship and policymaking, whose insights may inform each other but are not dependent on each other. An appendix lists the author's laws of policy scholarship. (Contains 26 references.) (DB)

ED 427 610 HE 031 860

Birnbaum, Robert

The Life Cycle of Academic Management Fads. ASHE Annual Meeting Paper.

PUB DATE- 98

information technologies; (8) adult learning for all; (9) the economics of adult learning; and (10) enhancing international cooperation and solidarity. Some 1,500 government and nongovernmental organization representatives, adult education researchers, and practitioners took part in the conference. Issues of concern identified by the participants in the conference and the minorities working group included the following: civic education of majority, heterogeneous, and minority communities; curriculum reform; economic survival and control of natural resources; empowerment; engagement of community, monitoring, and evaluation; entitlement to basic education; minority victims; involvement of women; minorities' land rights; minority languages; minority materials; national schools; nomads and literacy; own history and cultural heritage; regional issues; and training minority communities. The conference also produced a Declaration on Adult Learning and an Agenda for the Future. (KC)

ED 427 152 CE 077 105

Minority Rights and Training 1997-2000. Report of an International MRG Seminar (Gatwick, United Kingdom, April 10-11, 1997).
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Civil Rights; Community Needs; *Educational Needs; Foreign Countries; *Minority Groups; Training Methods; *Training Objectives

A conference on minority rights and training held in Gatwick, England, in April 1997 had the following purposes: (1) to explore training about minority rights and the need to make majorities aware of minority rights and attitudes that improve cooperation between communities; and (2) to look at the need for and possibilities of training relief professionals. The main issues discussed in the minority training workshop centered on five themes: the relative merits of local, regional, and international initiatives; is the need for information, awareness raising, or training?; what should training be about?; who should be trained?; and learning from positive and negative experiences. The workshop on training relief professionals working in conflict situations identified seven key areas that might bring positive results: effective tools for relief organizations to identify communities and assess needs; a database of experts on relevant issues; training of relief professionals in a variety of organizations; networking meetings among experts and organizations; more consideration of how to choose local partners; extending training to the wider society; and developing indicators for monitoring progress. (KC)

ED 427 153 CE 077 227

Bloomer, Karin; Finney, Johanna; Gault, Barbara
Education and Job Training under Welfare Reform.
PUB DATE- 98
NOTE- 16p.; "Revised May 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Cost Effectiveness; *Education Work Relationship; *Employment Programs; *Federal Legislation; *Job

PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Distance Education; Educational Objectives; Educational Philosophy; Educational Practices; Educational Technology; *Educational Trends; *Foreign Countries; Higher Education; *Lifelong Learning; *Open Universities; Outcomes of Education; School Business Relationship; Student Characteristics; Trend Analysis
IDENTIFIERS- *Hong Kong; *Taiwan

Although the National Open University of Taiwan (NOU) and Open University of Hong Kong (OUHK) both opened in the 1980s in environments of rapid economic growth and political stability, the NOU reflects traditional Chinese values whereas the OUHK merges Chinese and Western beliefs. Categorized as a "supplemental" school, the NOU occupies a somewhat marginal position in Taiwan's educational system. Although it boasts a computer center and distance learning, the NOU lacks the more advanced distance education technology available at Taiwan's traditional universities. Unlike their counterparts at Taiwan's traditional universities, NOU graduates do not generally change careers after graduation. Of the NOU's student body, 25% are public officials, 25% are businesspersons, and women outnumber men 60% to 40%. At the OUHK, on the other hand, the main priority is advancing individual and national economic goals, and contributions from the private sector and collaboration with business and industry for onsite training are emphasized. Of the OUHK's graduates in 1998, 58% were managerial or professional workers and 60% were men. The most popular areas of study at the OUHK are computing, business administration, and primary education. Using the latest information technology to deliver instruction is a priority at the OUHK. (Contains 29 endnotes.) (MN)

ED 427 172 CE 078 040

Grubb, W. Norton; Badway, Norena; Bell, Denise; Chi, Bernadette; King, Chris; Herr, Julie; Prince, Heath; Kazis, Richard; Hicks, Lisa; Taylor, Judith Combes
Toward Order from Chaos. State Efforts to Reform Workforce Development Systems.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Change Strategies; *Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; *Labor Force Development; Program Effectiveness; Program Implementation; *State Programs; Welfare Recipients
IDENTIFIERS- Workforce Investment Act 1998

This book describes a 10-state study of work force development efforts in Florida, Iowa, Maryland, Massachusetts, Michigan, North Carolina, Oklahoma, Oregon, Texas, and Wisconsin. The book is organized in eight sections. Section 1 describes the overall visions and practices that states have created, examining the difficulties in implementing these visions in section 2. Section 3 analyzes the local-state relationships in the 10 states. Section 4 then details the roles of employers, whose participation is often seen as critical. Section 5

ED 427 189 CE 078 081

Chamberlin, Gary; McManus, Mark L.; Davis, Patricia C.
A Study of Secondary Vocational Education in Arkansas: Funding Issues and Needs Assessment Results. Publication No. 96-28.
SPONS. AGENCY- Arkansas Advisory Council for Vocational-Technical Education.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Educational Research; Enrollment Trends; Federal Government; *Instructional Student Costs; Local Government; *Secondary Education; *State Aid; State Government; *State Programs; *Vocational Education
IDENTIFIERS- *Arkansas

Research was conducted to provide Arkansas Advisory Council for Vocational-Technical Education (ACVTE) officials with support data and analysis for the development of funding strategies for recommendation to the Governor and General Assembly. It used internal vocational and technical education enrollment and expenditure data, external survey research, and public hearing commentary. Fourteen secondary area vocational centers were operating, and secondary vocational programs were funded in junior, middle, and high schools. Program offerings varied depending on a school district's resources and location of area vocational center facilities. The largest area was business education, followed by consumer and homemaking programs, career orientation, and agriculture. Funding came from federal, state, and local sources. Expenditures in all program areas except marketing increased. Larger, older, and more mature programs showed much more consistent costs per student. Vocational education stakeholders reported the following: vocational programs had significant participation rates; business education were most frequently cited as the top vocational enrollment program; and student interest and enrollment history information were leading information sources in determining which secondary vocational programs to offer. Nearly one-half indicated 25-49 percent of students in secondary vocational programs go straight into the work force. (Appendixes contain 22 references, instruments and comments; and public hearing attendance and speaker lists and comments.) (YLB)

ED 427 190 CE 078 083

Exemplary Products Produced by National Workplace Literacy Program Demonstration Projects, 1995-1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Demonstration Programs; English (Second Language); *Instructional Material Evaluation; Instructional Materials; Lesson Plans; Literacy Education; Material Development; *Media Selection; Teaching Guides; Videotape Recordings; *Workplace Literacy

(Sharon Knotts Green); "Links in the Education Chain" (Jere Hess); "Merging the European and American Systems" (John P. Tobin); "Giving Students a Solid Start" (Kevin Healey); "Building a Support Structure Takes Time" (Mary Dodd); "The Connection for All Students" (William Diehl); "Spanning a Revolution: Can It Happen?" (Robert Gordon); "Developing a Sequence of Actions" (Jeffrey M. Vega); "New Service Innovations Are Required" (Mimi Bushman); "Block by Block Builds Success" (Neil Sullivan); and "Why School Intermediaries Are Needed" (William Bloomfield). (MN)

ED 427 207 CE 078 108

Kaufmann, Barbara
What Business Organizations Say about School-to-Work: An Analysis and Compendium of Organizational Materials.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; *Educational Attitudes; Educational Change; Educational Improvement; *Employer Attitudes; Employment Practices; Labor Force Development; Models; *National Organizations; Partnerships in Education; Professional Associations; *School Business Relationship; Secondary Education; *Vocational Education; Work Experience Programs

This document examines employer involvement in school-to-work (STW) through the lens of seven business organizations: American Society for Training and Development; Business Coalition for Education Reform; The Business Roundtable; Committee for Economic Development; National Alliance of Business; National Association of Manufacturers; and U.S. Chamber of Commerce. The first part of the document is a review of what materials published by the seven organizations have to say about the following topics: why employers are involved in STW (STW activities are consistent with and support emphasis on education reform, STW is part of a larger effort to develop a rational work force development system, STW is a strategy for economic growth); the National Employer Leadership Council Employer Participation Model (a model that was developed by the National Leadership Council and identifies ways employers can participate in STW by working with students and teachers, strengthening company practice, and building an STW system); and employer involvement in STW after the School-to-Work Opportunities Act of 1994 expires in 2001. In the remainder of the document, background information is provided on each of the organizations along with overviews of pertinent documents published by each organization. (MN)

ED 427 208 CE 078 111

Kapes, Jerome T.; Martinez, Linda
Career Assessment: Recently Developed Instruments Useful for School-to-Work Programs.
PUB DATE- 98
NOTE- 16p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Aptitude

that must be included in a "work first" instructional model. Appended are eight handouts, including the following: excerpt from a workbook for literacy program developers, case study, self-evaluation and session evaluation forms, sample work force lesson plan, and sample learner questionnaire. (MN)

ED 427 225 CE 078 136

Selkirk, Betty; Wiggins, Sondra
Preparing to Enter the Workforce: A School-to-Work Model for Adults. Final Product. 1997-1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Education Work Relationship; Educational Resources; *Employment Potential; High School Equivalency Programs; Integrated Curriculum; *Job Search Methods; *Job Skills; *Job Training; *Outcomes of Education; Program Effectiveness; Teaching Methods
IDENTIFIERS- Pennsylvania; 353 Project

A project was conducted to prepare unemployed or underemployed adults to enter the work force by continuing and expanding an adult education and career enhancement program that embraces the National Education Goals and contains all the elements of a school-to-work model. Staff were recruited and trained, a curriculum integrating work-based and school-based learning was designed, and secondary and postsecondary components were linked. In addition, linkages were established among the school, other human service providers, and industries in the community. Students were recruited, trained in academic as well as job readiness and job skills, and matched with mentors for on-the-job activities. Of the 10 students enrolled in the program, 3 completed all components of the program. Three students completed the job search phase part of the program, and three students participated in the work-based component of the program and had positive work experiences. Of the three completing students, one had secured full-time employment at the close of the program, and the other two were actively searching for jobs. The program has proved to be successful for all students involved over its 2-year existence. (Eight appendixes, which make up the majority of this document, include a marketing plan, adult-to-work resources, handouts and worksheets, orientation, practice job applications, evaluation forms, job center letter, and work experience contacts.) (KC)

ED 427 226 CE 078 137

Project C.A.P.A.B.L.E. Computer Assistance Project for Adult Basic and Literacy Education. Final Report. July 1, 1997-June 30, 1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

education; a success in learning and its associated pleasure, family pressure, and the importance of social links. They talk about why they left school both in terms of a breakdown in the positive reasons for education, as a growth in the negative impact of school, contrasted with the positive alternatives that are perceived to exist outside school. Barriers are both systemic and specific to individual schools. Positive responses of education to these barriers have been proposed. Essential components of an appropriate education response are as follows: (1) development of core social and relational skills; (2) roles of real value for young people; and (3) appropriate and targeted skills. (Appendixes contain 52 references, 3 tables, and the instrument.) (YLB)

ED 427 244 CE 078 174

Stokes, Helen; Holdsworth, Roger
Vocational Education: Options and Directions. Working Paper 18.
SPONS. AGENCY- Victoria Education Dept. (Australia).
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Community Development; *Curriculum Development; *Educational Development; Foreign Countries; *Integrated Curriculum; *Needs Assessment; Partnerships in Education; Program Development; *School Community Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This paper presents practical options for school development in relation to vocational education ranging from small and specific steps to larger whole school change. Chapter 1 describes the context. Chapter 2 highlights three interlocked imperatives to attain this objective: a comprehensive and well-structured educational program that deals centrally with issues of work from years 7-12; creation of community partnerships that are responsible for development of students and the community; and a partnership model for decision making about vocational education. Chapter 3 addresses work requirements nationally and locally. Chapter 4 reports student responses to the following: aspirations, information sources, student outcomes and post-year 12 destinations, destinations prior to end of year 12, the nature and purpose of learning and school responses on the nature of current practice and work-based education. Chapter 5 addresses alienation of young people from schooling and program targeting. Chapter 6 identifies four focus areas for curriculum development in schools: organization of teachers' work, students' work, and content and decision making about content and process and about purpose. Chapter 7 describes models: vocational education and training in senior education; industry-initiated and -resourced programs; enterprise education; integrating vocational learning into 7-12 curriculum/structure; and partial or targeted programs for at-risk students. Chapter 8 offers an audit tool to start discussions on priorities for change. Appendixes include materials from some models and 31 references. (YLB)

ED 427 245 CE 078 175

Amundson, Kristen J.
High-Skill, High-Wage Jobs. AVA's Guide to More than 50 Top Careers and the Education and Training You'll Need to Land Them.
PUB DATE- 98

Serving Student Needs and Evaluating Outcomes" (Cheryl M. Boyer); "The Linguistics of Andragogy and Its Offspring" (Trenton R. Ferro); "Facilitating Perspective Transformation in Adult Education Programs: A Tool for Educators" (Kathleen P. King); "The Influence, Power, and Impact of Support Groups for Women Who Return to College" (Linda R. Madden-Brenholts, Renee Knox); "The Role of Adult Education Theory and Practice in the Civilian Conservation Corps, 1933-42" (C. Frederick Ralston); "Addressing Threshold Issues Before Developing a Code of Ethics for Adult Educators" (Irwin H. Siegel); "Angelou and Incarcerated Women: Their Personal Narratives as a Process for Analyzing Adult Development" (Robert Surridge, Irene C. Baird); "Parent Care: A Review of the Literature" (Susanne M. Weiland); "Learning to Learn, Learning to Change, Learning to Grow: Action Research for New Program Development" (Judy Witt); and "Adults in Transition: Clinicians to Novice Faculty Members" (Lee Zaslow). The symposium, "Technology and Adult Education--Dream or Reality?," includes the following: "How Do We Do Hi-Tech Research?" (Kathleen P. King); "How Do We Integrate Technology into Our Curricula?" (Trenton R. Ferro); and "Dealing with Technology--The Personal Side" (Patricia A. Lawler). The closing remarks are "Paulo Freire and the Philosophy of Adult Education" (John L. Elias). (YLB)

ED 427 262 CE 078 220

King, Kathleen P., Ed.; Ferro, Trenton R., Ed.
Proceedings of the Pennsylvania Adult and Continuing Education Research Conference (Harrisburg, Pennsylvania, March 20, 1999).
PUB DATE- 99
NOTE- 112p.; Cosponsored by Pennsylvania Association for Adult Continuing Education, Temple University, and Widener University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; *Adult Education; Adult Students; Blacks; *Cooperative Learning; *Educational Research; Employed Women; *Employee Attitudes; English (Second Language); Group Dynamics; High School Equivalency Programs; Higher Education; Job Training; Media Selection; Nontraditional Education; Nontraditional Students; Nursing Education; Occupational Safety and Health; Occupational Therapy; Pollution; *Staff Development; Student Attitudes; Student Attrition; Vocational Education; *Womens Education; Workplace Literacy

These proceedings consist of 18 papers from a conference to provide researchers and practitioners with a forum for sharing research findings that focus on the link between research and practice in adult, continuing, and community education. The five invited papers are as follows: "Towards a Pedagogy of Ethical Coercion" (Ian Baptiste); "Circuit of Culture: A Critical Look at Dilbert and Workplace Learning" (Vicki K. Carter, Sharon L. Howell); "Adult Education as Building Community: The Parameters and Realities of Enterprise Identity in North America (1945-70)" (Andre P. Grace); "From Motherhood to Sister-Solidarity: Home-making as a Counterdiscourse to Corporate Environmental Polluting" (Robert J. Hill); and "How Adult Learners Change in Higher Education" (Kathleen P. King). The 13 refereed papers include the following: "Evaluation Research in Workplace Literacy Programs" (Eunice N. Askov, Andree Rose Catalfamo); "'It's Not Like Normal School': Adult Learners' Perspectives on a Nontraditional GED General Educational Development Program" (Alisa Belzer); "Linguistic, Cultural, and Educational Adjustments of Adult ESL English as

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; *Community; *Early Parenthood; High School Students; High Schools; *Mothers; *Pregnant Students; Program Evaluation

The Office of Educational Research and Improvement National Institute on Early Childhood Development and Education (ECI), in cooperation with EduTech Ltd., consulted with representatives of government and nongovernment organizations to gather information about school-based and school-linked programs for teen mothers. The representatives reported that programs reduce the number of low-weight babies among teen mothers who are enrolled in the programs, but the programs are limited and serve only a small percentage of pregnant mothers. In addition, long-term objectives, such as improved high school completion for mothers and school readiness for their young children, are more difficult to achieve, even for those adolescents who are in programs. Government and nongovernment officials identified some programs that they considered noteworthy, and EduTech found information about other programs in existing databases. EduTech coordinated with program directors and compiled information for this compendium. The compendium is not inclusive but profiles programs for pregnant and parenting teens and their children throughout the country that are based in public schools, alternative schools, community facilities, and medical facilities. Each entry provides the following information about the program: sponsoring agency, contact information, annual budget, primary funding sources, mission, profile, description of service model, and evaluation methods. (Author/MKA)

ED 427 282 CS 013 406

Curry, Janice; Zyskowski, Gloria
Summer Opportunity To Accelerate Reading (S.O.A.R.) Evaluation, 1998.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Emergent Literacy; High Risk Students; Learning Activities; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies; Summer Programs; Teaching Methods
IDENTIFIERS- Elementary Secondary Education Act Title I

A study examined the "Summer Opportunity to Accelerate Reading" (S.O.A.R.) program, which provided early intervention to accelerate literacy learning for at-risk students entering grades 1-3 in the fall of 1998. Subjects were 388 students enrolled in 3 S.O.A.R. campuses from 37 Austin Independent School District (AISD) elementary schools and 4 private schools. Ethnicity was diverse with 47% Hispanic Americans, 37% Blacks, 16% Anglo Americans and others, and 1% American Indians. Forty-five teachers from 22 AISD campuses taught in this balanced literacy program, which included reading aloud, shared reading, word study, guided reading, independent reading, and writer's workshops. Results indicated that 85% of all students showed improvement by advancing one or more reading levels, and students at grade 2 showed the greatest mean gain in both level and stage. Recommendations include continuing the program the next summer, lengthening the program to 6 weeks, enforcing a stricter enrollment policy, increasing the emphasis districtwide on balanced literacy by offering

This study assessed the effectiveness of tutoring intervention for sight word acquisition and determined whether any progress was matched by improved reading fluency, reading rate, and sight word identification. Nine middle school students from Hillside, New Jersey were selected based upon teacher referral for poor reading skills. "Edward Fry's List of 'Instant Words'" was used to determine students' accuracy of recognition of sight words. Number of words identified incorrectly were recorded for each participant and utilized during the tutoring intervention as the target words with the experimental group, while the control group continued their regular reading routine. In addition, reading rate and reading fluency in the form of words and errors per minute was also assessed. Participants received a pre and posttest in all three areas being evaluated. After the baseline data were collected, the tutoring phase began. Results indicated that students showed improvements in sight word identification, reading rate and reading fluency during the tutoring phase and at the completion of the study. Admittedly, direct instruction on sight vocabulary with learning disabled students will not solve all reading disabilities but it may be one of the most important attributes in aiding in their difficulties. Contains 43 references and 3 tables of data; an appendix contains a reading passage. (Author/RS)

ED 427 303   CS 013 429

Vitolo, Danielle
The Effect of a Paired Reading Program on First Grade Reading Achievement.
PUB DATE- 99
NOTE- 43p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 1; *Instructional Effectiveness; Primary Education; Reading Achievement; Reading Aloud to Others; *Reading Improvement; *Reading Programs; *Sustained Silent Reading
IDENTIFIERS- *Paired Reading

The purpose of this study was to determine if a paired reading program had a significant effect on first grader's reading achievement. Fifteen students in the experimental treatment were randomly paired to read stories. The study took place over a period of 10 weeks in a small suburban school district. Fifteen other students in the control treatment participated in sustained silent reading over the same 10 week period. The California Achievement Test was used as a pre and post test to measure achievement in vocabulary and comprehension. Findings suggested that both programs seemed to have a positive effect on reading achievement; however neither approach produced a statistically significant difference over the other. (Contains 37 references and the control and experimental vocabulary and comprehension scores.) (Author/RS)

ED 427 304   CS 013 431

Littlejohn, Carol
Talk That Book: Booktalks To Promote Reading. Professional Growth Series.
PUB DATE- 99
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

The Ecology, the Environment, and the Evolution of Technical Communication. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (25th, Lewes, Delaware, October 15-17, 1998).
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; *Ecology; *Environment; Environmental Education; Higher Education; Internet; *Professional Development; Scientific and Technical Information; *Service Learning; *Technical Writing
IDENTIFIERS- Historical Background

This proceedings presents 40 papers delivered at the 1998 annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Papers in the proceedings are divided into sections on the Ecology of Technology; Environmental Shifts; and Evolving Perspectives. Representative papers in the proceedings include: "Mixing Oil and Water: Integrating Writing, Design, and the New Technology" (Neil Kleinman); Distance Learning, Service Learning, and Programs in Technical and Scientific Communication: Finding Common Ground for Program Growth" (Bill Macgregor); "Teaching on the Net: Are We Ready?" (Nancy Allen); "Computer Classroom Practice in Technical Communication" (Stuart Selber); "Using Technical Communication Faculty to Expand the Continuum of Instruction" (Marian Barchilon); "Extending a Hand to Our Stakeholders: Examining the Risks of Service-Learning Courses in Technical Communication Programs" (Roger Munger); "The Job Search Process as a Step toward Career Affiliation" (Pete Praetorius); "The Problem with Certificate Programs" (Sherry Burgus Little); "Anticipating Standard Skills Assessment in Technical Communication Programs" (Ken Price); "A Plea to Make History More a Part of Current Curriculum" (Karen Rossi Schnakenberg); "The Programmatic Challenges That Complicate International Collaboration" (Judith Ramey and Mary Coney); and The 'Greening' of Technical Communication: The Environment as a Programmatic Stakeholder" (Henrietta Nickels Shirk). Appendixes contain the program, distinguished service awards, minutes and treasurer's report, conference participants, and a list of CPTSC members for 1998. (RS)

ED 427 328 CS 216 589

Townsend, Ruth; Lubell, Marcia
Rediscovering the Classics: The Project Approach.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classics (Literature); Classroom Environment; *English Instruction; High Schools; Instructional Effectiveness; *Literature Appreciation; Student Evaluation; *Student Projects; Teacher Role; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction

Focusing on seven classics of literature that are most challenging for teachers and students, but which are also a part of the high school literary canon, this book shares ways to create a learner-centered classroom for the study of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Classroom Communication; *Communication Problems; Communication Research; Communication Skills; Elementary Secondary Education; *Interpersonal Communication; School Role; *Student School Relationship; *Teacher Role
IDENTIFIERS- Communication Strategies; Communication Styles

The most prevalent variable manifesting itself in schools is communication or, at least, it seems to be a most pervasive variable. What is communication? In what ways do humans communicate in schools? And how might the concept "school communication" be defined? To investigate possible ways to respond to these and other such questions, this paper presents five road maps in order to describe and better understand the concept "school communication." Each road map introduces an important perspective illuminating the discipline of communication. It is the combination of these five road maps, a "communication atlas," which provides an introduction to this discipline and how it facilitates understanding the important educational variable, school communication. The names of the five road maps are: (1) the cause-effect cluster; (2) the psychological cluster; (3) the interactive cluster; (4) the pragmatic cluster; and (5) the semiotic cluster. (Contains 2 figures and 33 references.) (Author/CR)

ED 427 348 CS 509 979

Kruckeberg, Dean
The Need for an Enlarged Vision and Additional Perspectives of Public Relations in the 21st Century: A Challenge to Existing Paradigms.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cultural Awareness; *Cultural Context; Education Work Relationship; Higher Education; Internet; Organizational Climate; *Public Relations; Relevance (Education); *Student Development; Technological Advancement
IDENTIFIERS- Cultural Studies; Logical Positivism

This paper asserts that an enlarged vision and additional perspectives of public relations will be needed in the 21st century: vision and perspectives that will not only complement but challenge existing paradigms. Future communication technological phenomena will require dramatic changes in public relations practitioners' efforts in relationship- and community-building and will dramatically affect all areas of life in ways yet unknown. The journey into cyberspace will begin in the schools. Computerized education will prepare students for their lives of work and the computer can also be used to shape students' personalities to accommodate the workplace. Increasingly important will be public relations practitioners' attempts to foster "ritual" communication, a process through which a shared culture is created, modified, and transformed. While empirical studies using logical positivist methodologies will undoubtedly remain important in public relations research, Ghostwriter, The Laissez-Faire Coach, and the Forensic Professional: Negotiating the Overcoaching vs. Undercoaching Dilemma in Original Contest Speeches" (James J. Kimble); "Professionalism and Forensics: A Matter of Choice" (Larry Schnoor and Bryant K. Alexander); "Creating Space for the Physically Challenged Competitor in Individual Events" (David L. Kosloski); "Creating an Individual Events Judging Philosophy" (Jeff Przybylo); "Challenging the Conventions of Oral Interpretation" (Chris S. Aspdal); "Returning to Our Roots: A New Direction for Oral Interpretation" (Trischa Knapp); "Developing Functional Standards as a means to Greater Accessibility in NFA-LD" (John M. Devine); "Maintaining the Status Quo: Recommendations for Preserving Public Argument in Parliamentary Debate" (Steven L. Johnson); "Forensics Fellows: Integrating Faculty Participation into Intercollegiate Parliamentary Debate Programs" (Lewis E. Rutledge); "Presumption in Parliamentary Debate: Examining Whately's Ideas and Their Application to an Emerging and Evolving Debate Style" (Tammy Duvanel Unruh); "Forensics Education and Tournament Management" (Joel Hefling); "Equal Opportunity?: The Impact of Specialized Tournaments on Forensics Pedagogy, Forensics Professionals, and the Forensic Laboratory" (Scott Jensen); "Judge Agreement and Student Rotation: A Real-Life Study of the 1990 DSR-TKA National Forensics Tournament" (Vicki L. Karns); "AFA-NIET: The Culture of Qualifying and Its Effects on Forensics" (Daniel A. West); "Teaching and Coaching Individuals: The Use of Learning Styles in Forensics Coaching" (Thomas Bartl); "Solving for a Healthy Future: Creating National Standards for Training Future Directors of Forensics" (Thomas A. Workman); "New Directions for Public Speaking: The Perfect Pendulum Swings" (M'Liss S. Hindman); "Fisher's Narrative Paradigm Theory: A Model for Differentiating After Dinner Speaking from Informative and Persuasive Speaking" (C. Thomas Preston, Jr.); and "If It's Problem-Cause-Solution This Must Be Persuasive Speaking: Are We Short-changing the Art of Persuasion?" (Shawnalee A. Whitney). (RS)

ED 427 370   CS 510 004

Schreiber, Lisa Marie
Incorporating the "R" Word into Communication Studies: The Importance of Addressing Racism.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Communication Research; *Controversial Issues (Course Content); Ethics; Higher Education; *Racial Bias; *Racial Relations; *Research Needs; Values

There is a paucity of research on racism in communication studies in spite of the fact that racism continues to be a social problem which plagues the United States. This paper reviews evidence which points to the existence of institutionalized racism. This evidence is further supported by Carl Rowan's (1996) "The Coming Race War In America" in which he contends that the United States is headed toward an inevitable race war if action is not taken. Following this, the paper gives several

PUB DATE- 98
NOTE- 183p.; For an earlier related report, see ED 339 674. An executive summary is available separately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Opportunities; Elementary Secondary Education; *Equal Education; *Females; *Sex Bias; Sex Differences
IDENTIFIERS- *Gender Issues

Using recommendations and insights gained from the book, "How Schools Shortchange Girls," this volume assesses the progress made toward sexual equity since 1992. It examines new challenges in American education, such as the focus on educational standards, and explores areas of potential equity challenges in the 21st century. It confirms the fact that public schools are facilitating equitable treatment of boys and girls, although concerns remain. Chapter 1 surveys and compares girls' and boys' course-taking patterns, noting changes since 1992. Chapter 2 looks at assessments and outcomes--tests and grades--and examines unequal outcomes by gender. The link between educational equity and the movement toward high standards for all students is explored in chapter 3. This chapter also reviews the degree to which instructional resources such as textbooks, technology, teaching styles, and teacher training have been used, or not used, to advance equity in the classroom. Chapter 4 examines the factors that put students at academic risk, along with school efforts to lessen students' vulnerability to those risks. Chapter 5 moves outward from the classroom to consider the larger school context, whereas chapter 6 describes efforts to correct lopsided job-distribution patterns. The final chapter reviews measures for charting progress and explores potential gender-equity themes for the future. (Contains 20 tables and approximately 250 references.) (RJM)

ED 427 391 EA 029 559

Fitz, John; Halpin, David; Power, Sally
Opting Out of Opting Out: A Natural History of a Policy That Failed.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Foreign Countries; Full State Funding; Institutional Autonomy; Program Effectiveness; School Administration; *School District Autonomy; School Effectiveness
IDENTIFIERS- England; Grant Maintained Schools (Great Britain); Wales

This paper uses data drawn from two projects funded by the Economic and Social Research Council of England and Wales. It covers the years 1990-94 and examines the effects of the Education Reform Act, which allowed state schools to "opt out" or leave the control of their Local Education Authority (LEA) and still receive funding. Such schools are designated grant-maintained (GM) schools and are autonomous, incorporated institutions that own their land and buildings and manage their is through speakers, classes, and seminars. (RJM)

ED 427 409 EA 029 639

Cunningham, Valerie G.; Karr-Kidwell, P. J.
Conventional School and Curriculum Is Not for Everyone: Guidelines for Middle School Administrators and Teachers.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Educational Innovation; Intermediate Grades; Junior High Schools; *Management Development; *Middle Schools; Professional Development; *School Administration; Teacher Improvement

This paper provides an extensive literature review on how society, families, and schools are entwined in a student's educational development and how these interactions influence the student's opinion of the value of education. It provides middle-school administrators and teachers a working guide for an educational environment that addresses the needs of at-risk middle-school students who have developed patterns of failure in the traditional school environment. It emphasizes that educators must find ways to compress school environments and reshape curricular and social ideas so that they are in accordance with students' life goals and those of industry. Subsequently, society should ask itself whether test scores or productive citizens are of greater importance. Suggestions for educational guidelines, based on questions posed to parents, educators, and students on what students need, are provided. The purpose of the guidelines is to help educators can develop a working model to be used and adapted to a community's needs. Such models should be based on findings that demonstrate students' need for a solid basis in the core subjects, their need to be accountable to themselves and others, and parents' need to become involved. Five appendices contain further information. (Contains 82 references.) (RJM)

ED 427 410 EA 029 643

Morris, Don R.
Structural Consequences of Retention Policies: The Use of Computer Models To Inform Policy.
PUB DATE- 97
NOTE- 20p.; Paper presented at the annual conference of the Florida Educational Research Association (42nd, Orlando, FL, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Computer Simulation; *Dropout Research; *Dropouts; Elementary Secondary Education; Longitudinal Studies; *School Holding Power; *School Policy; Student Attrition; *Student Promotion

This paper reports on a longitudinal study of the structural effects of grade retention on dropout rate and percent of graduates qualified. The study drew on computer simulation to explore the effects of retention and how this practice affects dropout rate, the percent of graduates who meet required

NOTE- 159p.; Paper presented at the Annual Meeting of the American Education Finance Association (Mobile, AL, March 11-15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Categorical Aid; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Financial Policy; Financial Support; *National Surveys; *State Aid

This paper presents the results of the second annual survey of state school-finance legislation conducted by the Education Finance and Economics Program of the National Education Association's Research Unit. The report, the only comprehensive 50-state survey being conducted, has three major purposes: (1) to provide an annual snapshot of state legislative activity in school finance; (2) to serve as a reference guide for legislative language with regard to particular education-funding areas; and (3) to contribute to the development of a long-term database of school-finance legislation that will allow for trend studies and policy analysis. The study shows that the 1997 legislative session witnessed a watershed in the number and variety of bills passed, with most of the activity coming in special-purpose education programs, tax bases and taxation, and capital outlay. It was a strong fiscal year for most states, with appropriations of education surpassing growth in other state-spending categories. Increased funding was especially evident in elementary and secondary education in general, and in charter school programs in particular. New initiatives were also commonplace, with novel approaches being used to improve student achievement, early childhood education, and alternative education programs. Three tables provide summaries of state financing and legislation. (RJM)

ED 427 429 EA 029 675

Withrow, Frank; Long, Harvey; Marx, Gary
Preparing Schools and School Systems for the 21st Century. Report on the Mount Vernon Conference.
PUB DATE- 99
NOTE- 115p.; Support also provided by AMP Incorporated.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Curriculum Development; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Higher Education; *Outcomes of Education; School Effectiveness; Student Development

This book describes the kind of education system that is needed for the future. The text originated with a study that involved 21 leaders in business, education, government, and other fields who identified more than 250 characteristics that would enhance schools' capability in preparing students for a global knowledge/information age. Followup surveys asked participants to prioritize the 250 items and gauge the items' potential impact on student learning. Chapter 1 presents 16 major characteristics developed after a thorough review of the entire study. Some of these characteristics include "All students have equal opportunity for an outstanding education, with adequate funding, no matter where they live," "Educators are driven by high expectations and clear, challenging standards that are into the following categories: psychometric properties of the assessment tools; achievement, attitude, and self-concept; teacher changes during the project; outcomes for students and their families; elements of the program found to be most effective; and other qualitative findings. Two appendices include a project lesson development flow chart and classroom observation protocols. (Contains approximately 225 references.) (DB)

ED 427 448 EC 307 010

Gersten, Russell; Baker, Scott K.; Marks, Susan Unok

Teaching English-Language Learners with Learning Difficulties: Guiding Principles and Examples from Research-Based Practice.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 72p.; "This publication is an expansion of 'Strategies for Teaching English-Language Learners,' by Russell Gersten, Scott K. Baker, and Susan Unok Marks,which appeared as a chapter in 'Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms,' Karen R. Harris, Steve Grahm, and Don Deshler, eds."; see ED 414 396.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Classroom Techniques; Curriculum Design; *English (Second Language); Focus Groups; Instructional Effectiveness; Language Impairments; *Learning Disabilities; *Limited English Speaking; Peer Relationship; Research Utilization; *Teaching Methods; *Theory Practice Relationship

This guide provides practical information for teachers and others working with students who have learning difficulties (such as learning or language disabilities) and for whom English is a second language. Emphasis is on productive instructional strategies and approaches. The book is based on results of focus groups comprised of practicing teachers as well as a review of the research literature on effective instructional practices with English-language learners. Following an introductory chapter, the underlying concepts of "comprehensible input" and "meaningful access to the general curriculum" are explained in the next two chapters. Chapter 4 addresses problems in trying to provide meaningful access through comprehensible input, whereas chapter 5 considers approaches to increasing meaningful access through comprehensible input. Chapter 6 focuses on the teaching of academic language and chapter 7 offers useful initial teaching strategies. The following chapter considers what teachers can do to provide meaningful access to the general curriculum. Chapter 9 offers specific strategies to build comprehension and other language abilities. The final chapter explains key instructional principles such as teacher "think alouds" and modeling, use of concrete examples to explain concepts, importance of consistent language, the need to balance cognitive and language demands, and the value of peers in language development. (Contains 54 references.) (DB)

ED 427 449 EC 307 011

the classroom climate; and (7) all children at a certain grade level should be reading grade level material in a whole language learning environment. (Contains 25 references.) (DB)

ED 427 467 EC 307 037

Guidelines for Documentation of a Learning Disability in Adolescents and Adults.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Clinical Diagnosis; Compliance (Legal); *Disability Identification; Eligibility; Evaluation Methods; Federal Legislation; *Higher Education; *Learning Disabilities; *Student Evaluation
IDENTIFIERS- Academic Accommodations (Disabilities); Americans with Disabilities Act 1990

This brief paper offers general guidelines for the documentation of a learning disability in students at the postsecondary level as required under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The guidelines are organized into four areas: (1) qualifications of the evaluator; (2) recent nature of the documentation; (3) appropriate clinical documentation to substantiate the learning disability, including diagnostic interview, assessment, specific diagnosis, and test score results; and (4) evidence to establish a rationale supporting the need for accommodation. Also noted is the importance of maintaining confidentiality. Appended are recommendations for consumers and a list of tests for assessing adolescents and adults. (DB)

ED 427 468 EC 307 038

Spinelli, Cathleen G.
Issues in the Application of Aptitude-Achievement Discrepency as a Criteria for Classifying Students Learning Disabled.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classification; Compliance (Legal); *Disability Identification; Federal Legislation; Intelligence Tests; Intermediate Grades; *Learning Disabilities; Middle Schools; Secondary Education; Standards; *Student Evaluation; *Student Placement
IDENTIFIERS- *Ability Achievement Discrepancy

This study examined whether discrepancy between aptitude and achievement is used to determine eligibility in the classification of learning disabilities. Test scores of 50 middle and high school students from eight school districts were used to determine whether Federal Code eligibility criteria were used to determine initial eligibility for classification and/or for the reevaluation following 3 years of special education services. Results indicated that not only were students initially classified as learning disabled with minimal or no discrepancies, but their classification was maintained when they were re-evaluated. The data also suggest that when students with minimal discrepancies are classified

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Federal Regulation; *School Responsibility; Services; Student Evaluation; *Student Placement; *Student Rights
IDENTIFIERS- Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This paper is designed to familiarize parents of children with disabilities about why and how Section 504 of the Rehabilitation Act of 1973 affects the education of children with disabilities, to illustrate the differences between Section 504 and the Individuals with Disabilities Education Act (IDEA), and to provide a basic explanation of how Section 504 works. The purpose of Section 504 is stated as the elimination of impediments to full participation by persons with disabilities. Section 504 is described as protecting all persons with a disability who have a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairments, or are regarded as having such an impairment. Information is provided on Section 504 regulations that address: (1) free appropriate public education; (2) student evaluation; (3) placement decisions; (4) procedural safeguards, including parental notice, consent, and impartial hearings; and (5) complaints and compliance. (CR)

ED 427 488 EC 307 059

Douglas, Letitia
An Evaluation of the Effectiveness of Early Intervention on Autistic Children.
PUB DATE- 99
NOTE- 32p.; Master's Research Paper, Chicago State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Behavior Change; *Behavior Modification; Child Development; Children; Early Childhood Education; *Early Intervention; *Outcomes of Treatment; Peer Relationship; *Play Therapy; Social Development; *Social Integration; Socialization

This paper focuses on several prescribed interventions used to elicit and meet the needs of children with autism. Three intervention strategies that affect behavior modification of children with autism are discussed: (1) early intensive behavioral treatment; (2) social interaction between children with a disability and their typical peers; and (3) symbolic play therapy. A literature review concludes that early intensive behavioral intervention has brought about a substantial amount of progress for over half the children involved and that these behavioral interventions are effective in the long run. The need for early intensive behavioral treatment to be restructured to accommodate the classroom and home environment is urged. Integrated social environments with children with and without disabilities were also found to have positive results. Decreased levels of autistic behaviors corresponded with the availability to typical peers in the same setting of children with autism. Finally, the literature review found that children with autism were able to generate some pretend play with cues and prompts or toys with many manipulative features, which helps children with autism

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; *Definitions; *French; Higher Education; Instructional Effectiveness; *Reading Materials; *Recall (Psychology); Second Language Instruction; Second Language Learning; *Second Languages; *Textbook Content; Textbook Preparation; Vocabulary Development

This study investigated whether words that are glossed (defined) in a second language text correspond to the words that readers of differing ability find difficult. It examined: (1) whether marginal glosses provide assistance to students of first-, second-, and third-semester college French in their comprehension of authentic text, as measured by a recall protocol; (2) what percentage of the glossed material was recalled by these students; and (3) whether the words originally glossed in the passage were those that seemed problematic to the students. Subjects were 90 university students whose native language was English. Each read either a glossed or unglossed version of the same text, wrote what they recalled of the text in English, and underlined words in the text that they found difficult. Analysis of results indicates that the third-semester students did perform better than first- or second-semester students, that subjects with glossed texts did not recall significantly more of the glossed material than did the other group, and that the textbook authors did gloss many of the words found most difficult by the students. Contains 12 references. (MSE)

ED 427 509 FL 024 935

Literacy Across Cultures: Newsletter of the JALT Foreign Language Literacy N-SIG, 1997.
PUB DATE- 97
NOTE- 48p.; For 1998 issues of this newsletter, see FL 025 742.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Computer Literacy; Context Clues; Educational Strategies; Engineering Education; *Literacy Education; Phonics; *Reading Instruction; Second Language Learning; Whole Language Approach; World Wide Web; *Writing Instruction
IDENTIFIERS- Schema Theory

This document consists of the two issues published during 1997 of the newsletter of the Japan Association for Language Teaching's national special interest group (N-SIG) on foreign language literacy. The major articles in these two issues are: "How To Develop Reading-To-Do Skills in Engineering Education" (Esko Johnson); "Key Concepts in Literacy: Phonics vs. Whole Language" (Charles Jannuzi); "Success with Writing" (Paul Lewis); "Links to Literacy: Sites on the World Wide Web"; "Guessing Word Meaning from Context: Should We Encourage It?" (David Dycus); "Key Concepts in FL Literacy: Schema Theory" (Charles Jannuzi); "Japanese and English Rhetorical Strategies: A Contrastive Analysis" (Bern Mulvey) (in Japanese, with English abstract); and "Booksellers on the WWW" (Charles Jannuzi). Book and article reviews are also included in each number. (MSE)

ED 427 510 FL 025 530

DESCRIPTORS- Attitude Change; *Block Scheduling; Classroom Techniques; *Course Organization; Elementary Secondary Education; Language Teachers; Learning Theories; *Multiple Intelligences; *Second Language Instruction; *Second Language Programs; Student Evaluation; Teacher Attitudes; Testing; *Time Factors (Learning)

A discussion of block scheduling for second language instruction looks at the advantages and disadvantages and offers some suggestions for classroom management and course organization. It is argued that block scheduling may offer a potential solution to large classes, insufficient time for labs, too little individualized instruction; few team-teaching opportunities, too-short class, lunch, and planning periods, and too many dropouts. Specific advantages for teachers include: greater immersion in the target language; fewer classroom interruptions; less clerical work; and in some cases, fewer students per class. Special concerns for teachers are continuity, content and methodology, and standardized tests. Students may benefit from longer time frames, more remedial and advanced instruction, increased opportunity for success in a smaller number of courses, and enhanced quality and quantity of time spent with the teacher. Several models of block scheduling are described, and the pros and cons of each are outlined. Tips for effective planning and teaching focus on best use of the longer class time, exploitation of multiple intelligence theory, and alternative forms of assessment. Two sample lesson plans are included. Contains 10 references. (MSE)

ED 427 530   FL 025 712

Lane, Tess; Potter, Bill
Teaching Collaborative Feedback Strategies in Intermediate Writing.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Cooperative Learning; *English (Second Language); *Feedback; Higher Education; Instructional Effectiveness; *Peer Evaluation; Questionnaires; Role Playing; Second Language Instruction; *Writing Instruction
IDENTIFIERS- Hawaii Pacific University

A study at Hawaii Pacific University investigated the use of collaborative peer feedback to improve student performance in an intermediate English-as-a-Second-Language (ESL) writing course. Subjects were 53 students of widely varying language backgrounds in three class sections. Each section received differential preparation for peer feedback: (1) minimal introduction in peer feedback and a handout; (2) a combination of lecture and discussion, videotaped demonstrations, and student role-playing; and (3) extensive lecture and discussion supported by handouts. Surveys measured student attitudes toward writing in English and peer work in weeks 2 and 11. Three volunteer pairs of students in each section were recorded in peer feedback sessions, and interactions were coded and analyzed. Essay drafts from all sections before and after feedback sessions were also analyzed. Results show that students became less comfortable working with others during the

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; Classroom Environment; Classroom Techniques; Employment Opportunities; *English (Second Language); Health Services; Land Settlement; Language Role; *Language Teachers; Mental Disorders; Mental Health; Posttraumatic Stress Disorder; *Refugees; Second Language Instruction; Stress Management; Stress Variables; *Teacher Role

The booklet is designed to provide English-as-a-Second-Language (ESL) practitioners with background information and ideas to help refugees cope with a new cultural environment and promote mental health. Chapters address these topics: acculturation and biculturalism in the refugee experience; stress in resettlement (the types of stresses experience in resettlement, the importance of social support in coping with stress); mental illness in the refugee experience stress and mental illness, posttraumatic stress disorder, availability of mental health services, the role of the ESL teacher in helping refugees with mental health, prevention of mental illness); the connections between ESL and mental health (the classroom as a safe environment, the importance of English and the teacher, English as a key tool to cultural adjustment and employment, appropriate roles for the ESL teacher); and ESL activities to address mental health issues in the classroom. An article illustrating how cultural perspectives manifest themselves in the classroom is appended. (MSE)

ED 427 551 FL 801 276

Singleton, Kate
Using Volunteers in Your ESL Classroom: Suggestions for Newer Teachers.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *English (Second Language); Second Language Instruction; *Staff Utilization; *Teacher Aides; *Teacher Role; *Volunteer Training; *Volunteers

Practical suggestions for the use of volunteers in the English-as-a-Second-Language (ESL) classroom, and strategies for planning the volunteer role, are offered. Nine potential roles for the volunteer are outlined, with specific recommendations for activities and topic areas that the volunteer can undertake. These include: classroom monitor, circulating through the classroom and providing additional conversational opportunities; co-presenter, assisting in presentation of new activities or a partner in dialogue; nurturer (encouraging less confident or less experienced students); small group teacher; pull-out group leader; tutor (to assist individual students with special needs); classroom teacher during teacher conferencing; special project assistant; and contributor of special talents. Teachers are also encouraged to maintain clear communication with volunteers, provide feedback, and address possible mismatches immediately. (MSE)

ED 427 552 FL 801 277

Florez, MaryAnn Cunningham
Current Concepts and Terms in Adult ESL. ERIC Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement

A Review of Research on Critical Thinking. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; College Freshmen; College Instruction; *College Students; *Critical Thinking; *Educational Research; Higher Education; *Influences; Student Participation; Thinking Skills
IDENTIFIERS- *ASHE Annual Meeting

This paper reviewed the research on critical thinking among college students. A total of 62 studies were identified and reviewed. About 62 percent of the studies were longitudinal in nature, and 13 of the 23 studies that attempted to measure student growth in critical thinking employed a cross-sectional design. While a large body of the findings suggested that students grow in critical thinking while in college, much inconsistency emerged as to the factors that affected this growth. Given that studies in this area tend to be homogenous to the extent that they pose the same research questions and employ similar research tools, a surprising amount of inconsistency emerged from the study results. A number of studies suggested that college students make the greatest gains in critical thinking during their freshman year, while courses or programs specifically designed to improve critical thinking have demonstrated mixed results. In comparison to courses taught in a more traditional manner, greater gains in critical thinking scores were found for courses with an instructional paradigm emphasizing problem solving or critical thinking, class participation, and inquiry and higher-order thinking. (Contains 83 references.) (MDM)

ED 427 573 HE 031 764

Thorne, Marie L.; Cuthbert, Rob
Higher Education and Management: Discourse and Discord. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; College Administration; College Faculty; *Discourse Analysis; *Educational Administration; Educational Research; Foreign Countries; *Higher Education; *Intellectual Disciplines; Models; Research; Theory Practice Relationship
IDENTIFIERS- *ASHE Annual Meeting; United Kingdom; United States

This paper examines the relationship between the study of management and the study of higher education (HE) management in the United Kingdom, focusing on the nature of the discourse between academics in the two fields. The paper has three parts. The first part defines the nature of discourse and a context for the discussion, looking at recent changes in HE and its male and female students. An appendix lists engineering program accreditation criteria. (Contains 62 references.) (DB)

ED 427 591 HE 031 782

Carlson-Dakes, Christopher; Sanders, Katherine
A Movement Approach to Organizational Change. Understanding the Influences of a Collaborative Faculty Development Program. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; *Faculty Development; Higher Education; *Organizational Change; Self Evaluation (Individuals); *Teacher Collaboration; Teacher Improvement
IDENTIFIERS- *ASHE Annual Meeting; *University of Wisconsin Madison

This paper reports on research evaluating a faculty development program, Creating a Collaborative Learning Environment (CCLE), at the University of Wisconsin-Madison. The study combined a contextual study to examine historical data and three case studies with participant verification. CCLE is a voluntary professional development program designed to encourage faculty collaboration. It has two stages of participation: stage 1 is a year-long commitment to meet weekly with a team of seven to nine fellow faculty for readings and activities leading to the development of a consensus diagram of the learning environment; in stage 2, faculty are involved either in direct classroom implementation of innovations mentored and observed by other team members or in an in-depth study of a topic. The contextual study analyzed more than 250 interview transcripts with faculty CCLE participants during the program's first three years and found that faculty work was usually seen as competitive and isolated. The case studies are each reported in terms of three common themes: (1) developing personal awareness; (2) articulating the process of collaboration; and (3) expanding the scope. Results are also interpreted in the context of cycles of organizational change. (Contains 40 references.) (DB)

ED 427 592 HE 031 783

Hayek, John C.; Kuh, George D.
The Capacity for Life-Long Learning of College Seniors in the Mid-1980s to the Mid-1990s. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; College Outcomes Assessment; *College Seniors; Higher Education; Independent Study; Liberal Arts; *Lifelong Learning; Majors (Students); Selective Colleges; Self Evaluation (Individuals); Skill Development; Student Development; Student Experience; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *College Student Experiences

NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Benchmarking; Case Studies; *College Administration; Higher Education; Management by Objectives; *Management Systems; Strategic Planning; *Theory Practice Relationship; Total Quality Management; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; Business Process Redesign; Continuous Quality Improvement; Planning Programming Budgeting System; Zero Base Budgeting

This study reviewed the literature to trace the evolution and life cycles of seven management techniques related to higher education. The seven case studies involved analysis of a selected sample of periodical, monograph, and technical literature from 1960 to the present. The literature base on each management technique was reviewed in reference to the following aspects: essential characteristics of the management innovation, circumstances in which the innovation originally appeared, diffusion of the innovation into higher education, outcomes of the innovation in its original and higher education settings, and reasons for eventual abandonment of the technique. The seven management innovations considered were: (1) program planning budgeting system; (2) zero-based budgeting; (3) management by objectives; (4) strategic planning; (5) total quality management/continuous quality improvement; (6) business process reengineering; and (7) benchmarking. The analysis proposes stages in the life cycle of management fads within organizational sectors, suggests the lagged phases through which fads are diffused between the nonacademic and the academic sectors, and discusses similarities and differences in the fad adoption process in both academic and nonacademic systems. (Contains 28 references.) (DB)

ED 427 611 HE 031 861

Birnbaum, Robert; Shushok, Frank
The Crisis Crisis in Higher Education: Is That a Wolf or a Pussycat at the Academy's Door? ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Trends; *Higher Education; Institutional Research; Literature Reviews; *Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *Crisis Theory

This paper reviews the literature using the word "crisis" in relation to current higher education and analyzes claims of three specific crises of the past 25 years. It considers reasons why educational institutions may be particularly vulnerable to claims of crisis and offers some ideas about the nature of higher education crises and the purposes they serve. Analysis of the literature suggests that institutional crises

Training; Policy Formation; Program Effectiveness; Public Policy; *Welfare Recipients
IDENTIFIERS- *Welfare Reform

This newsletter double issue is totally devoted to this report. The report presents an overview of recent policy changes related to job training and education for welfare recipients. It also presents the findings of research on several types of job training programs, discusses the data on the economic value of basic and higher education, and provides information on innovative, nontraditional training programs that have effectively used comprehensive approaches. The research found that the long-term, intensive training that is needed to produce long-term gains in unemployment and wages for welfare recipients may not be cost effective for the states, especially in the short term. Research suggests that a mix of approaches to training welfare recipients may be the most economical way to train welfare recipients for unemployment. Contains 32 references. (KC)

ED 427 154 CE 077 722

Learn To Earn: An Interactive Teleconference (September 17, 1997). A Literacy Leader Fellowship Project. Edited Version. Videotape .
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 0p.; For a related document, see ED 425 341. Moderator/researcher: Suzanne Knell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adult Basic Education; Adult Education; Curriculum Development; *Delivery Systems; *Education Work Relationship; Educational Legislation; *Educational Needs; *Federal Legislation; Integrated Curriculum; Job Training; Models; Partnerships in Education; School Business Relationship; Teleconferencing; *Welfare Recipients; *Workplace Literacy
IDENTIFIERS- Aid to Families with Dependent Children; Temporary Assistance for Needy Families; *Welfare Reform; Welfare to Work Programs

This 60-minute videotape presents a panel discussion involving four individuals: executive director of a state literacy resource development center; district manager of a major corporation; policy analyst for the National Adult Education Professional Development Consortium; and executive director an office of De Pauw University's Division of Lifelong Learning. The tape begins with an overview of the role of adult education in light of federal recent welfare reform legislation. Next, approximately 30 minutes are devoted to discussion of two models of provision of adult education to adults moving from welfare to work: (1) the preemployment model (which assumes linear progression through five stages: orientation; assessment; preemployment services such as high school equivalency programming, job training, and job search; and stable employment); and (2) the pre- and postemployment model (which assumes that clients progress from orientation, initial assessment, and placement to training, education, employment, or volunteer work, after which they are reassessed and provided additional training, education, employment, or volunteer work to prepare them for stable employment off the welfare rolls). The two models' pros and cons and the roles of government, business, and education in each model are examined. In the tape's final 10 minutes, panel members answer questions submitted via telephone. (MN) examines the special place of welfare "reform," which has been particularly mandating to state efforts to create coherent work force development programs. Section 6 summarizes the different meanings of coordination and system-building, presenting a hierarchy of coordination efforts as well as highlighting issues of quality. Section 7 clarifies the contradictions in state policies, pinpointing the special difficulties that have affected many states. Section 8 outlines the implications for state and federal policy, including a note on the likely effects of the Workforce Investment Act of 1998. (Contains 79 references.) (KC)

ED 427 173 CE 078 042

Chang, Chi-Cheng
The Vocational Training Strategy for the Underprivileged Population in Taiwan, R.O.C.
PUB DATE- 98
NOTE- 15p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Disabilities; *Disadvantaged; *Employment Programs; Females; Foreign Countries; *Job Training; Middle Aged Adults; *Older Adults
IDENTIFIERS- *Taiwan

Vocational training strategies have been developed to assist underprivileged populations (middle-aged and elderly people, persons with disabilities, women-headed families, and aborigines) in Taiwan, which makes up about 20 percent of the population. These strategies include the following: enacting laws and regulations, creating projects to subsidize their employment and training, strengthening administrative organizations and promoting training, implementing vocational training, subsidizing local city and county government training efforts, and establishing quotas and supporting plans for hiring persons with disabilities. Problems in training underprivileged persons are as follows: providing child care, learning how to design training programs for middle-aged and elderly adults, finding suitable training for persons with disabilities, and developing job-retention skills for indigenous peoples. Attempts are being made to address these problems and find solutions so that these populations can receive the training they need to become productive and self-supporting citizens of Taiwan. (Contains 23 references.) (KC)

ED 427 174 CE 078 043

Gorden, Forrest
S.K.I.L.L. School to Work Internship for Learning a Living.
PUB DATE- 97
NOTE- 68p.; Guide presented at the American Vocational Association Convention (Las Vegas, NV, December 11-14, 1997). Colored papers may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competence; Competency Based Education; *Education

IDENTIFIERS- *National Workplace Literacy Program

This report presents abstracts and evaluative reviews for 58 exemplary workplace education products. An overview of the selection process and a guide to the content of the documents appear first. Products are grouped by the projects that produced them and arranged in alphabetical order by state in which they were produced. Abstracts and evaluative reviews are the results of two forms--one for learning materials and another for other products. For each criterion on the form, panelists have applied the following ratings: no, or impossible to determine from the information provided; yes, this criterion is reflected to a limited degree; yes, this criterion is fully reflected; yes, this product provides one of the best examples of this criterion; and not applicable. For learning material products the following is provided: awardee; product title; abstract; types of product; learners for whom materials were developed; intended use; industry for which it was developed; skill and knowledge areas included; principles of good practice criteria; learning materials criteria; replicability; copyright restrictions; and comments on overall strengths and/or weaknesses. The format for other products is as follows: awardee; product title; abstract; types of product; planning/implementation criteria; evaluation criteria; replicability; and comments on overall strengths and/or weaknesses. Appendixes contain the evaluation forms and abstracts of additional documents in the ERIC database that provide information on developing and implementing workplace literacy programs. (YLB)

ED 427 191 CE 078 084

Gelven, Don R.; Stewart, Bob R.
The Use of Applied Communications in Developing Critical Thinking Skills of Tech Prep Students.
PUB DATE- 98
NOTE- 9p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Critical Thinking; Educational Benefits; Educational Research; *English Instruction; High Schools; *Problem Solving; Self Evaluation (Individuals); *Tech Prep; *Thinking Skills
IDENTIFIERS- *Applied Communication

A study examined the effect of participation in a tech prep program, specifically an applied communications course, on the problem-solving self-appraisal and critical thinking skills of secondary students. It also explored effects of a traditional English course and an honors English course on these factors. A pretest-posttest nonequivalent control group design was used. The Problem Solving Inventory Form B (Heppner 1988) measured the individual's self-appraisal of problem-solving self-efficacy; the Watson-Glaser Critical Thinking Appraisal Form B (Watson and Glaser 1980) measured critical thinking abilities. The sample consisted of students enrolled in four sections of three English courses: applied communications, traditional English, and honors English. Complete data were obtained from 140 students. The Statistical Analysis System was used to calculate a multivariate analysis of variance with the general linear model adaptation for a two-factor repeated measures experiment or a Pearson Product-Moment correlation, as appropriate. Findings indicated the following: a statistically

Tests; Attitude Measures; Basic Skills; Career Choice; *Career Counseling; *Education Work Relationship; Interest Inventories; Postsecondary Education; Secondary Education; Vocational Adjustment; *Vocational Aptitude; *Vocational Education; *Vocational Interests; Vocational Maturity; *Work Attitudes
IDENTIFIERS- *Career Assessment

This document describes 32 recently developed career assessment instruments that have been deemed useful for school-to-work programs. The following instruments are among those profiled: Ability Explorer; Adult Measure of Essential Skills; Aptitude Interest Inventory; Ashland Interest Assessment; Barriers to Employment Success Inventory; Basic Skills Locator Test; Career Anchors: Discovering Your Real Values, Revised; Career Planning Survey; Career Profile Assessment; Career Scope; Career SnapShot 2001; Career Thoughts Inventory; COIN Basic Skills and Career Interest Survey; Employability Maturity Interview; Employee Reliability Inventory; Guide for Occupational Exploration Inventory; Job Search Attitude Inventory; Leisure to Occupations Connective Search; Leisure/Work Search Inventory; Magellan; Occupational Clues; School to Work Career Survey; Strategic Assessment of Readiness for Training; Transition Planning Inventory; Vocational Interest Assessment System; Wonderlic Basic Skills Test; Work Adjustment Inventory; Work Adjustment Scale; Workmate; and Work Temperament Inventory. A table that constitutes 75% of the document presents the following information for each instrument: name; publisher; date of publication; cost of an individual test; intended audience; publisher's phone number and Web page address; number of scales, administration time; availability or machine or hand scoring; availability of a computer-based version; types of scores reported, references to reviews; brief description, and publisher's E-mail address. (MN)

ED 427 209 CE 078 115

Beckstrom, Edward S.
Extending the Reach.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Phoenix, AZ, November 18-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; College Programs; Community Colleges; *Education Work Relationship; Educational Benefits; *Educational Objectives; Employment Qualifications; *Empowerment; *General Education; *Integrated Curriculum; *Job Performance; Job Skills; Program Development; Two Year Colleges; Vocational Education
IDENTIFIERS- *High Performance Work Organizations; McHenry County College IL

The Academy for High Performance at McHenry County College in Crystal Lake, Illinois, attempts through integrated workplace education programs to develop empowered workers capable of functioning in today's high-performance workplaces and individuals who are empowered in the fullest, transformative, liberating sense of the word. The academy's efforts in curriculum integration stem from its recognition that occupational students frequently do not get the general education courses necessary and appropriate to an associate degree level and hence are not getting many of the skills and

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Literacy; *Computer Uses in Education; Library Services; *Literacy Education; Outcomes of Education; Program Effectiveness; *Tutoring; Volunteer Training
IDENTIFIERS- *Pennsylvania; 353 Project

A project was conducted to add computer-assisted instruction to a one-to-one adult literacy program conducted in public libraries in Bradford and Wyoming Counties of Pennsylvania. During the project, software was selected for literacy instruction in reading, mathematics, grammar, spelling, and English as a second language. Laubach Way to Reading software was installed on public access computers at 10 public libraries. Basic computer training was given to 26 volunteer tutors, and, following training and tutoring sessions, eight adult learners and their tutors were surveyed about their experiences using the computers. As a result of the project, the literacy program now includes a section on computers in its preservice tutor training workshop; eight tutors were trained; eight adult literacy students were introduced to computers, and four students purchased their own computers; and the literacy program made educational software available to adult literacy students and tutors at 10 public libraries in two rural counties. (Appendixes include project documents: correspondence, training agenda, handouts, tutor surveys, and student surveys.) (KC)

ED 427 227 CE 078 138

Parsons, R. Lance; Weldon, Bonnie
Promoting Student Retention through Student Support Groups. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Dropout Prevention; Program Effectiveness; *School Holding Power; *Social Support Groups; Teaching Methods; *Welfare Recipients
IDENTIFIERS- 353 Project

A project conducted in an adult literacy and basic education program in Pennsylvania proposed to use small group interaction to increase weekly attendance 10 percent from the previous program year, increase students' input into the learning process, and develop better tools to improve the learning environment. The group consisted of 39 adult students who were affected by welfare reform and corporate restructuring. Because of students' new work schedules, the project developed flexible hours and switched to larger-group interaction rather than the intended small groups. During the project students got to know each other and also kept journals to chart their progress and vent their frustrations. The project had the following outcomes: attendance increased; outside barriers such as transportation and child care were resolved through student interaction; more flexible testing and classroom hours were developed through student input; students' writing and communication skills increased; and students' self-esteem and educational progress were increased through peer tutoring and support. It was recommended that the techniques be duplicated in other programs and that tools be developed for better program evaluation. (A pre/post self-perception inventory, a

NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; Careers; *Education Work Relationship; Educational Attainment; *Educational Needs; *Emerging Occupations; *Employment Opportunities; Employment Projections; *Employment Qualifications; Job Skills; Labor Market; Occupational Information; Occupational Mobility; Postsecondary Education; Salaries; Salary Wage Differentials; Secondary Education; Skilled Occupations; Student Organizations; Technical Occupations; *Vocational Education; Wages

This book, which was written for students, explains the education and training needed to obtain one of the 50 most appealing and best-paying jobs today. Jobs are grouped into these categories: business services; communications; computer technology; construction; health care; manufacturing and production; mechanics, installers, and repairers; professional services; and transportation. Each job description includes information about some or all of the following: personality traits required for the job; job outlook; job duties; working conditions; requirements for obtaining a job and advancing in the occupation; average salaries for entry-level and advanced jobs; additional information sources; and interesting fact(s) about the job. The following are among the jobs profiled: manufacturer's and wholesale sales representatives, restaurant and food service managers, securities and financial services sales representatives, graphic artists, library technicians, computer and office machine repairers, computer programmers, computer scientists, drafters, construction and building inspectors, electricians, engineering technicians, plumbers and pipefitters, clinical laboratory technologists and technicians, dental hygienists, dispensing opticians, licensed practical nurses, occupational therapists, nuclear medicine technologists, electrical technicians in manufacturing, machinists and tool programmers, tool and die makers, water and wastewater treatment plant operators, mechanics, elevator installers and repairers, electronic equipment repairers, designers, paralegals, teachers, science technicians, aircraft mechanics, aircraft pilots, automotive technicians, and diesel engine technicians. Concluding the book are lists of sources of additional career information and eight vocational student organizations. (MN)

ED 427 246 CE 078 181

Schug, Mark C.; Western, Richard D.
School to Work in Wisconsin: Inflated Claims, Meager Results.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Change Strategies; Cost Effectiveness; *Education Work Relationship; Educational Change; Educational Needs; Educational Objectives; Educational Quality; Elementary Secondary Education; Employer Attitudes; Enrollment; Financial Support; Followup Studies; Graduate Surveys; Literature Reviews; Needs Assessment; Outcomes of

a Second Language Female Students in New York" (Lucia Buttaro); "Learning While Working with 'The Opposition': A Study of Meaning in a Cross Boundary Work Group" (Marjorie H. Carkhuff); "African American Women in a Predominantly Caucasian Female Profession: Learning Paths to Positions of Prominence" (Janet V. DeLany); "Selecting Communications Technology for Continuing Professional Education (CPE) Program Delivery" (Peter J. Graybash, Jr.); "Factors that Influence Persistence among Students in Middle Adulthood at the Community College" (Scott B. Greenberg); "Technical Nontraditional Student College Attrition: The Student's Perspective" (Harvey F. Hoffman, John L. Elias); "Complexity Theory as a Framework for Adult Education Research Design" (Larry J. Krafft, Kathy Brill, T. J. Titcomb); "Cohort Group Effectiveness in Accelerated Programming" (Alan R. Lisk, Colleen A. DiRaddo); "Cooperative Learning: Test-Taking in a Nontraditional Manner in the College Classroom" (David L. Tucker); "The Applicability of Classical and Metaphorical Organizational Models to the Virtual University: A Case Study" (Joseph J. Zerby, Jr.); and "Describing RN-BSN Registered Nurse-Bachelor of Science in Nursing Education from the Learner's Perspective: A Focus Group Study" (Patti Rager Zuzelo). (YLB)

ED 427 263 CE 078 307

Contextual Teaching and Learning: Preparing Teachers to Enhance Student Success in the Workplace and Beyond. Information Series No. 376.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 352p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Constructivism (Learning); Educational Improvement; Higher Education; Learning Strategies; *Preservice Teacher Education; *Preservice Teachers; Problem Solving; *Relevance (Education); Service Learning; Teacher Student Relationship
IDENTIFIERS- *Contextual Learning

The papers in this volume outline a vision for teacher education based on the concept of contextual teaching, defined as teaching that enables learning in a variety of in- and out-of-school contexts to solve simulated or real-world problems. They are based on the realization that the construction of knowledge is situated within, and greatly influenced by, physical, social, cultural, and subject matter context. Paper titles and authors are as follows: "Contextual Teaching and Learning: An Overview of the Project" (Susan Jones Sears, Susan B. Hersh); "Introduction to the Commissioned Papers" (Kenneth R. Howey); "The Role of Context in Teacher Learning and Teacher Education" (Hilda Borko, Ralph T. Putnam); "Problem-Based Learning: Learning and Teaching in the Context of Problems" (Jean W. Pierce, Beau Fly Jones); "Community Service Learning: Collaborating with the Community as a Context for Authentic Learning" (Rahima C. Wade); "Preparing Preservice Teacher Education Students to Use Work-based Strategies to Improve Instruction" (Richard L. Lynch, Dorothy Harnish); "Culturally Relevant Pedagogy in Contextual Teaching and Learning" (Lauren Jones Young); "The Role of Self-Regulated Learning in Contextual Teaching: Principles and Practices for Teacher professional development for teachers, and using S.O.A.R. teachers to train other teachers in balanced reading so they can use the strategies in their classrooms. (Contains 6 figures, 3 tables of data, and 24 references; appendixes contain survey and interview instruments, textbook leveling correlations, S.O.A.R. daily schedule, and a summer school materials list.) (CR)

ED 427 283 CS 013 408

Jensen, Kris; Papp, Stacy; Richmond, Barbara
Improving Children's Habits in Recreational Reading.
PUB DATE- 98
NOTE- 67p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; Grade 2; Grade 4; Reading Attitudes; *Reading Habits; *Reading Improvement; *Reading Motivation; *Recreational Reading; Surveys; Sustained Silent Reading; *Teacher Behavior

An action research project described a program for improving elementary children's recreational reading habits through a combination of modeling by the teacher plus incentives to enhance students' intrinsic motivation to read for enjoyment. The targeted population consisted of three suburban public schools, grades 2 and 4. Analysis of probable cause data revealed that teachers often fail to sufficiently model recreational reading. Television is a major deterrent to children's intrinsic motivation to read for fun. Parents do not sufficiently model and/or encourage habits conducive to the promotion of recreational reading. Surveys revealed that recreational reading is near the bottom of students' priority lists when given other recreational choices. Solution strategies, suggested by literature, combined with an analysis of surveys and teacher observations, resulted in the selection of modeling and incentives to promote recreational reading habits. In addition, activities such as Sustained Silent Reading on a daily basis and student sharing opportunities were implemented. (Contains 11 figures of data; appendixes contain parent letters/surveys, a student survey, a teacher survey on reading habits, a teacher observation checklist, a reading log form, Venn diagrams, and a cut-out headband in the shape of a frog.) (Author/RS)

ED 427 284 CS 013 409

Watson, Joyce E.; Johnston, Rhona S.
Accelerating Reading Attainment: The Effectiveness of Synthetic Phonics. Interchange 57.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Foreign Countries; *Phonemics; *Phonics; Primary Education; Reading Achievement; *Reading Instruction; Reading Research; Reading Skills; Spelling
IDENTIFIERS- Phonemic Awareness

Conducted in three phases, a study examined the teaching of reading in the early stages of primary school. The study was done by a research team from the University of St. Andrews School of Psychology, Scotland. Phase one explored methods of

PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature;
Elementary Secondary Education; *Literature Appreciation;
*Reading Motivation
IDENTIFIERS- *Book Talks

Offering over 300 successful "booktalks" for librarians, teachers, and parents, this book shows how to "hook" reluctant readers onto books. The field-tested booktalks (brief "commercials" for books that give just enough information to promote reading the book) are divided into three reading levels: elementary, middle school, and high school/adult, and range from recent publications to classic and popular titles. An introductory chapter discusses tips and strategies, the purpose of booktalks, ways to use booktalks effectively, writing booktalks, evaluation of booktalks, and a 14-item bibliography on booktalking and reading. In addition to information about the plot and characters, each booktalk in the book presents author, title, publisher, publication date, grade level, descriptive terms, and (for some booktalks) notes on usage. In chapters 2, 3, and 4, the booktalks are in alphabetical order by the author's last name. In chapter 5, "The Latest and the Greatest: Booktalking Best-Sellers," the most recent best-sellers are combined into one program to demonstrate how to link the booktalks. (RS)

ED 427 305 CS 013 432

Hodges, Joyce
The Effect Pre-Knowledge of the Text Has on Miscues in Reading.
PUB DATE- 99
NOTE- 40p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 2; *Miscue Analysis; *Oral Reading; Primary
Education; *Prior Learning; Reader Text Relationship; Reading
Research; Vocabulary Development

The effects of prior knowledge on miscues were examined by requiring 20 second-grade average to above average readers to read an expository passage orally. They were divided into two sample groups. The control group was asked to read the passage with no prior instruction. The experimental group was given prior instruction, which consisted of pre-reading with vocabulary and text discussion. The basic premise of the study was that fewer reading miscues would occur when readers were engaged in an analytic previewing activity before reading the specific text aloud. Findings suggest that children with high prior knowledge made fewer miscues than the children with no prior knowledge. It is recommended that students be given information to develop their schematic base before they are required to undertake the text being presented. Support for these conclusions is discussed. (Contains 66 references and 2 tables of data; an appendix contains a sample reading passage.) (Author/RS)

ED 427 306 CS 013 433

Usen, Melissa Ivy
The Effects of Knowing Student Perceptions and Feelings about
Reading in Combination with Teacher Views in Order To Increase
Reading Motivation.
PUB DATE- 99

literature. For each of the seven classics, the book "walks teachers through" the teaching-learning process, beginning with engagement activities, step-by-step study strategies, ongoing assessments, the completion of projects, and the creation and use of evaluation rubrics. After a preface and an introduction, chapters in the book (and their associated classics) are: (1) Sex, Violence, and Just Desserts ("Macbeth"); (2) Sin and Guilt, the American Way ("The Scarlet Letter"); (3) Kind Hearts and Rapscallions ("The Adventures of Huckleberry Finn"); (4) The End Justifies the Means and Other Campaign Strategies ("The Lord of the Flies"); (5) Paradoxes and Paradigms ("A Tale of Two Cities"); (6) The American Dream and All That Jazz ("The Great Gatsby"); and (7) Everything You Ever Wanted To Know about the Meaning of Life ("Hamlet"). The book concludes that this approach to studying the classics was very effective in helping students discover the classics in ways that make sense to them. (RS)

ED 427 329   CS 216 590

Kelly, Patricia P., Ed.; Small, Robert C., Jr., Ed.
Two Decades of "The ALAN Review."
PUB DATE- 99
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Literature; *Adolescents; *Authors; Editors; English Curriculum; English Instruction; Ethnicity; *Literary Genres; Reading Materials; *Scholarly Journals; Secondary Education

Noting that "The ALAN Review" has published probing articles by and about leading authors of young adult (YA) literature and about the themes, topics, and issues at stake in YA literature, this book presents some of the best and most provocative of the essays published in "The ALAN Review" since its founding in 1974. It offers 41 essays: 25 essays feature interviews with and explorations of 8 of the finest YA authors; 16 essays look at the body of YA literature from diverse perspectives (including social and personal problems of young readers; regional literature; gender and ethnicity; and the inclusion of YA works in the English language arts curriculum); and 5 essays (not previously published) by past editors and the first and only executive secretary of ALAN, Ted Hipple. The book illuminates how "The ALAN Review" and YA literature itself have developed and come of age over the course of two decades. (RS)

ED 427 330   CS 216 591

Russell, David L.
Literature for Children: A Short Introduction. Third Edition.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Cultural Differences; Elementary Education; Folk Culture; *Literary Genres; *Picture Books; Poetry; Realism; Social Differences

real value will be added from their knowledge of cultural studies that will help contextualize meaning--to provide understanding. (Contains 11 references.) (CR)

ED 427 349 CS 509 980

Kruckeberg, Dean
A Revisitation of the Concept of Community in Public Relations Practice in the 21st Century.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; *Computer Mediated Communication; Computer Uses in Education; Education Work Relationship; Higher Education; *Internet; *Public Relations; Relevance (Education)

This paper addresses the question, "What is the relationship of communications--in the sense of technology of information--and community?" The answer is the Internet. Public relations educators must teach students and practitioners how to best use the Internet to enhance public relations community-building. The implications of today's Internet are profound, with its applications enriching not only personal lives but having diverse business applications, not the least of which is public relations and especially public relations community-building. A growing portion of Web traffic comes from its increasing use as a publishing medium. The Internet and the World Wide Web will not only figure prominently in public relations and public relations community-building in the 21st century, it most likely will dominate in these efforts. (Contains 10 references.) (CR)

ED 427 350 CS 509 981

Kruckeberg, Dean
Public Relations and Its Education: 21st Century Challenges in Definition, Role and Function.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Distance Education; Education Work Relationship; *Educational Environment; Higher Education; *Professional Development; *Public Relations; *Relevance (Education); Social Environment; Teaching Methods; Telecourses

This paper asserts that the greatest challenge for 21st century public relations practitioners will be the identification of organizational values and their reconciliation with societal values within the context of a quickly and seemingly chaotic syncretizing popular culture. This function of public relations requires considerable practitioner education and abilities to fulfill the requirements of what must be a well defined public relations role within the organization. Remarkable suggestions that communication scholars can take to bring racism to the forefront in their classrooms, so that together they can work toward tolerance and unity. The first suggestion involves acknowledging that white privilege exists, and seeking ways to eliminate white privilege in the classroom. Next, it is proposed that understanding multicultural history is vital to understand current events so that past mistakes can be prevented from recurring. The paper also advocates that communication scholars teach a core set of values and ethics, as well as rethinking their definitions of communication competence. White supremacy should be eliminated from the field of communication as communication scholars face the problem of racism head on. Contains 40 references and a note; a 6-item glossary of terms is appended. (Author/RS)

ED 427 371 CS 510 005

Monson, Steven J.; Wolcott, Linda L.; Seiter, John S.
Communication Apprehension in Synchronous Distance Education.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Western States Communication Association (70th, Vancouver, BC, February 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Computer Mediated Communication; *Distance Education; *Educational Technology; Higher Education; Questionnaires; *Student Attitudes
IDENTIFIERS- *Synchronous Learning

A study examined whether students in synchronous distance education settings experience anxiety, reluctance, and frustration (i.e., communication apprehension) when using technologies to interact and, if so, what factors (e.g., prior experience with technology) might function to attenuate such negative reactions. Measures of traitlike- and state-communication apprehension (CA) were used to assess 385 undergraduate students' levels of apprehension in such settings. In addition, a measure to determine the existence of a context based technology-CA was created and administered. Results indicated that some students experienced a high degree of state-CA in synchronous distance education. The level of state-CA showed a negative correlation with prior experience suggesting that students who actively used distance education technologies exhibited lower levels of state-CA. The technology-CA measure showed correlational patterns consistent with other existing communication apprehension contexts indicating that communicating via technology may be a context in which some students become consistently apprehensive. (Contains 14 references and 4 tables of data; an appendix contains the survey instrument.) (Author/RS)

ED 427 372 CS 510 006

Knecht, Richard J.
James E. Murdoch: A Forgotten Contributor to the Art of Oral Interpretation.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Western States Communication Association (70th, Vancouver, BC, February 19-23, 1999).

own budgets and personnel. The report includes interviews with the policy's political advocates, with public critics, with civil servants responsible for taking forward legislation into administrative action, and with LEA officers in local authorities directly affected by the policy, and it includes a field-based study of two local education markets to assess the impact of GM schools on adjacent maintained and independent schools. The paper is divided into five sections. It begins with a brief consideration of the poetics of policy analysis and explores the idea of a policy's "nature history." The second and third sections consider the origins of GM schools and their growing pains and troubled early years, whereas the fourth section examines the later stages of these schools' development and subsequent transformation. The last section discusses the policy's contemporary significance. (RJM)

ED 427 392 EA 029 568

Townsend, David
The Impact of Educational Reforms on the Operations of Alberta's Public Education System: A Comparison of the Perceptions of Superintendents, Principals and Teachers.
SPONS. AGENCY- Alberta Teachers Association, Edmonton.; Lethbridge Univ. (Alberta). Faculty of Education.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Educational Assessment; *Educational Change; Educational Innovation; Educational Quality; Elementary Secondary Education; Instructional Improvement; Second Language Instruction; *Teacher Attitudes
IDENTIFIERS- *Alberta

A study was designed to systematically gather subjective opinions from superintendents, principals, and teachers regarding the efficacy of educational reforms instituted in Alberta, B.C., during the 1990s. Data were obtained through a questionnaire consisting of 10 statements with which respondents could either strongly agree, agree, have no opinion, disagree, or disagree strongly; and 5 general questions requiring a subjective written answer. The statements pertained to whether reform has led to increased accountability for teachers and principals; improved quality of service to students; an increase of local control; improvement in student learning; improved classroom teaching practices; increased public confidence; a democratically run educational system; affordable and high-quality public education; solutions for most problems prior to 1993; and a change of condition in the respondent's school or jurisdiction. Of the 1,482 questionnaires distributed, 301 teachers, 200 principals, and 40 superintendents responded. The results support the overall conclusion that, according to the collective majority, reforms have not improved the system. After interpreting the data, it is concluded that new relationships and goals are needed to bring about a healthy, effective, and cooperative public education system in Alberta. (Contains 22 references and a sample questionnaire.) (RIB)

ED 427 393 EA 029 588

Portin, Bradley S.
Enlarging the Circle: Leadership in School-Based Professional Development.

standards, and enrollment itself. The computer results were then compared to data collected during a period of high retention pursued by the Dade County Florida school district in the 1980s. Model results agreed with empirical studies, thus demonstrating that retention-form patterns have consequences over time, and that computer simulations can be instrumental in understanding the complex nature of those consequences. Three major points arise from the simulations concerning the sharp changes in the behavior of the selected variables at the beginning and following the end of the retention policy: (1) it is important to recognize the existence, origin, and shape of patterns of variable behavior; (2) retention effects lingered long after the policy ended--the graduating classes' quality drops rapidly for 5 years following the end of the policy; and (3) policymakers must consider the old policy's residual effects when implementing new retention policies. (Contains 5 figures, 9 notes, and 43 references.) (RJM)

ED 427 411 EA 029 646

Morris, Don R.
A Computer-Based Technology To Assist in Developing School Improvement.
PUB DATE- 98
NOTE- 22p.; Paper presented at the annual conference of the Florida Educational Research Association (23rd, Orlando, FL, November 2-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Assisted Design; Educational Development; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Models; Principals; *School Administration
IDENTIFIERS- Dade County Public Schools FL

This paper outlines reasons why current school improvement efforts in the Miami-Dade (Florida) school district are inadequate and offers an approach that will both build on the formal structure already in place and add a methodology to make it more effective. The text focuses on the field of system dynamics and how this method of analyzing features of complex, interconnected actions can help principals. The narrative examines school-originated improvement efforts and what principals can do to improve their schools, particularly if their schools are among those designated as Low Performing Schools. It looks at the school as an organization and a system and how solutions to problems are apt to be counterintuitive. Suggestions for enhancing the improvement process are offered, and the text outlines how principals can use theory in making decisions in complex systems. It looks at an idealized school-improvement scenario in which objectives guided by research and dynamic analysis might reflect an underlying strategy based on an understanding of a complex process. The scenario illustrates how peer influence, peer-interaction patterns, and group characteristics can affect a school. Overall, the system-dynamic approach offers a sophisticated technology to mobilize local knowledge, expertise, and plans. (Contains 47 references.) (RJM)

ED 427 412 EA 029 649

widely understood by students, families and communities," and "Students learn to think, reason and make sound decisions and demonstrate values inherent in a democracy." Chapters 2 through 11 review specific characteristics identified in each of 12 categories. These chapters present explanations of eight or more characteristics that were rated highest in the survey. Chapter 12 offers suggestions about how school leaders might put this research to work in their communities. The conclusion of most chapters or sections includes a listing of additional characteristics identified by the original 21 community leaders. (RJM)

ED 427 430 EA 029 680

Nehring, James
The School within Us: The Creation of an Innovative Public School. SUNY Series, Democracy and Education. SUNY Series, Restructuring and Social Change.
PUB DATE- 98
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Innovation; High Schools; Instructional Innovation; *Laboratory Schools; Nongraded Student Evaluation; Politics of Education; Public Schools; *Student Evaluation

This book recounts how a community of teachers, parents, and students took charge of a conventional school and created an unconventional one. It describes the challenges faced by the Bethlehem Lab School--from its inception in 1988 to the graduation of its first senior class. The school was conceived as a performance-based-assessment school, and its supporters were committed to a small-scale environment in a suburban community with a typically large high school and wide elective offerings. It is a story about six teachers and the families who joined them to create a new type of school. Their creation, the Lab School, functions as a school within a school, offering a focused, integrated curriculum that culminates in a senior-internship program and thesis project. The book recounts the many practical issues faced by the stakeholders and thus dwells on political and institutional concerns, such as building support, raising funds, addressing the needs of various interest groups, recruiting students, and implementing the philosophical and curricular ideas that were generated. The text is primarily a narrative, offering a first-hand account of the planning, opening, and evolution of the Lab School. Four appendices offer information on graduates and samples of student evaluations. (RJM)

ED 427 431 EA 029 681

Block Scheduling: Innovations with Time. Themes in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Konza, Deslea
Inclusion for Children with Dual Exceptionalities.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 15-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Advocacy; Attention Deficit Disorders; Attitudes toward Disabilities; Autism; *Case Studies; Cerebral Palsy; Computer Assisted Instruction; Educational Strategies; Elementary Secondary Education; *Gifted Disabled; Hyperactivity; *Inclusive Schools; Individual Differences; Parent Role; Student Development

This paper presents three case studies of gifted children with a disability. Emphasis is on the importance of identifying the gifted abilities of such individuals and providing for their special needs. Sarah is a 14-year-old girl with severe athetoid cerebral palsy who has above average mathematical ability and general knowledge. The use of computers and other aids as well as efforts to meet her individual needs have allowed her to be fully included in her secondary school. Melanie is a gifted secondary student with attention deficit hyperactivity disorder whose impulsive behaviors interfered with meeting her educational needs. Application of Gossen's restitution model helped her learn to take responsibility for her behavior and resulted in improved academic achievement. Adam, a young child with autistic tendencies but high ability in written language and number concepts has been integrated into a regular primary class. Factors contributing to successful inclusion of these children are identified, including a broadly based identification procedure, acknowledgment of individual learning styles and needs, collaboration, an informed approach, appropriate curriculum, parent advocacy, and a philosophy of acceptance. (Contains 11 references.) (DB)

ED 427 450 EC 307 012

Statewide Survey of Parents on the Implementation of Individualized Education Plans. Executive Summary.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); *Compliance (Legal); Decision Making; *Delivery Systems; *Disabilities; Education Work Relationship; Educational Quality; Elementary Secondary Education; Inclusive Schools; *Individualized Education Programs; Limited English Speaking; Minority Group Children; *Parent Attitudes; Student Placement; Surveys; Transitional Programs
IDENTIFIERS- *Massachusetts

This paper presents results of a survey of Massachusetts parents of children with disabilities concerning implementation of the child's Individualized Education Plan (IEP). Survey respondents (N=400) addressed the following issues: quality of educational and related services; access to the general curriculum in the least restrictive environment; preparation of older students for transition; parent involvement; administrative barriers to

and placed in special education classes, their performance scores on standardized intelligence tests tend to decrease. Discussion focuses on the inconsistency of eligibility requirements, the effects this inconsistency has on programming, and the educational and social-emotional implications for students. (Contains 31 references.) (Author/DB)

ED 427 469 EC 307 039

Diverting Public Funds: The Misguided Mission of the Independent Living Center of Amsterdam, Inc.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Audits (Verification); *Compliance (Legal); Financial Audits; Fraud; *Independent Living; *Mental Retardation; *Residential Programs; State Standards
IDENTIFIERS- *Medicaid

This report presents findings of an investigation by the New York State Commission on Quality of Care for the Mentally Disabled into the programmatic and financial practices of the Independent Living Center of Amsterdam (ILC/A), a New York institution which receives two-thirds of its monies from Medicaid to provide services to individuals with developmental disabilities. Specifically, the investigation found that the ILC/A: (1) illegally used Medicaid and state contract monies to fund a retirement community corporation (Veddersburg Village), which it then mismanaged; (2) exceeded its corporate authority in developing Veddersberg and violated the State Education Law, which bars housing programs; (3) misled state contract agencies by assuring them that no government monies would be used to develop Veddersburg, while overcharging a state contract for $58,000; (4) solicited "donations" from consumers transported by its vehicles, despite receiving public funds to pay for such transportation, in violation of law; and (5) received over $45,000 in Family Support Service contract funds for services to underserved individuals with developmental disabilities, despite having no such clients. The report begins with an overview of the Independent Living Centers, offers background information, and then reports Commission findings concerning Veddersburg Village, agency transportation services, Project Lead, agency cost allegations, program review, and regulatory implications. Recommendations and responses by the New York State Office of Vocational and Educational Services for Individuals with Disabilities are also included. Attachments include relevant letters. (DB)

ED 427 470 EC 307 040

Montie, Jo; York-Barr, Jennifer; Kronberg, Robi; Stevenson, Jane; Vallejo, Barb; Lunders, Cheri
Reflective Practice: Creating Capacities for School Improvement.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational History; Elementary Secondary Education; *Instructional Improvement; *Reflective

correlate to the external world. (Contains 35 references.) (CR)

ED 427 489 EC 307 060

Moisan, Theresa A.
Identification and Remediation of Social Skills Deficits in Learning Disabled Children.
PUB DATE- 98
NOTE- 43p.; Master's Research Paper, Chicago State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Disability Identification; Elementary Secondary Education; *Incidence; Inclusive Schools; *Interpersonal Communication; *Interpersonal Competence; *Learning Disabilities; Loneliness; Peer Acceptance; Peer Relationship; *Social Development; Social Isolation; Socialization
IDENTIFIERS- *Social Skills Training

This paper addresses the prevalence and identification of social skills deficits in students with learning disabilities. It begins by discussing the definition of learning disabilities and then reviews literature on the social difficulties of this population. Findings indicate that approximately 75 percent of children with learning disabilities have difficulties in social competence, experience lower social status, and are perceived more negatively by both teachers and typical peers. Academic achievement for students with and without learning disabilities is found to be associated with diminished social status and low peer acceptance. Students with learning disabilities are considered to be at greater risk for developing an assortment of social and behavioral problems, including deficits in verbal and nonverbal communication, immaturity, aggression and hostility, poor problem-solving skills, and low self-esteem. Loneliness was also found to be a problem for students with learning disabilities. No single cause was found that determined the prevalence of social skills deficits in children with learning disabilities. The paper closes by reviewing the success of different interventions. Interventions that seem particularly helpful in addressing social skills deficit include social skills training and inclusive educational settings. (Contains 35 references.) (CR)

ED 427 490 EC 307 061

van der Jagt, Johan W.
A Pilot Study Investigating a Multisensory Spelling Intervention To Improve Short- and Long-Term Spelling Word Recall for Students with Learning Disabilities.
PUB DATE- 98
NOTE- 65p.; Paper presented at the Mid-South Educational Research Association Annual Meeting (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Effectiveness; Intermediate Grades; Intervention; *Learning Disabilities; *Multisensory Learning; *Performance Factors; Pretests Posttests; *Recall (Psychology); Research Design; Research Needs; *Spelling; *Teaching Methods; Vowels

The purpose of this study was to determine the effectiveness of a

Willis, A. Sue
Feasibility of Content-Based Instruction in Japanese Foreign Language Courses: Some Questions To Ask.
PUB DATE- 98
NOTE- 24p.; This journal is published by Nihon University, College of International Relations, Bunkyo-cho-2-chome, Mishima-shi, Shizuoka 411-0033, Japan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College Instruction; Course Content; Curriculum Development; Educational Strategies; English for Special Purposes; Foreign Countries; Higher Education; *Second Language Instruction; *Second Languages
IDENTIFIERS- *Content Area Teaching; *Japan

A discussion on content-based second/foreign language instruction reviews recent literature, extracts elements of content-based instruction (CBI) felt to be critical, looks at those elements from the perspective of Japanese university instruction, and poses some questions that CBI program developers might ask before proceeding. Various kinds of CBI are distinguished: theme-based instruction; sheltered content instruction; adjunct instruction; and English for special purposes. Other topics discussed include these: targeted cognitive and academic skills; classroom culture; the role of discourse communities; basic language acquisition issues in CBI; and applicable program models. (Contains 40 references.) (MSE)

ED 427 511 FL 025 675

Stein, Miriam
Integrating Language and Content in an Experiential Setting: Focus-on-Form in the Spanish Partial Immersion Program.
PUB DATE- 97
NOTE- 494p.; Ph.D. Dissertation, Georgetown University. Originally published in two volumes, which are here combined.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Classroom Techniques; *Grammar; *Immersion Programs; Instructional Effectiveness; Intermediate Grades; *Science Instruction; Second Language Instruction; Second Language Learning; *Second Languages; *Spanish
IDENTIFIERS- *Content Area Teaching; *Two Way Bilingual Education

Research indicates immersion learners tend to process the second language predominantly for meaning, rather than both meaning and form. Immersion learners appear to be fluent in the second language, but closer scrutiny reveals serious gaps in grammatical accuracy. A study investigated the effect of focus-on-form instruction on the acquisition of agreement features in Spanish within the context of an elementary school immersion science class. Subjects were 63 ten-year-old learners in a two way partial immersion program, in which native speakers and non-native learners of Spanish learn side by side. Specifically, the study investigated whether incidental and implicit oral feedback would affect learners' knowledge of noun-adjective (N-A gender and number) and subject-verb (S-V) agreement in Spanish. Experimental classes received instruction in either N-A or S-V agreement and acted as a control for each other in the feature not instructed. Comparison classes received no instruction. The 6-week treatment period was followed by both immediate and 6-week delayed posttests. Results indicate no writing process, but this was not considered a disadvantage. Variation in student interaction in peer feedback sessions appeared more closely related to student personalities and experience than to instruction. All groups increased the number of significant changes in essay drafts as their experience with peer feedback increased. The questionnaires are appended. (MSE)

ED 427 531 FL 025 713

Boutin, France; Chinien, Christian; Boutin, Jean-Luc
Resultats de l'enquete nationale sur les programmes de formation des enseignants de francais langue seconde au Canada (Results of the National Study for Teacher Education Programs for French Second Language Teachers in Canada).
PUB DATE- 99
NOTE- 26p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Educational Change; Educational Trends; Elementary Secondary Education; Enrollment Rate; Foreign Countries; *French; Geographic Distribution; Higher Education; Immersion Programs; Instructional Program Divisions; *Language Teachers; National Surveys; Practicums; Program Design; Program Length; *Schools of Education; *Second Languages; *Teacher Education; Trend Analysis
IDENTIFIERS- Canada

The implications of Canada's national study of core French instruction for second language (L2) teacher education in that country are examined. Literature on the study's impact on language teaching philosophy and policy and on French immersion instruction is reviewed, and a survey of 36 Canadian schools of education is reported. The questionnaire used was based on the model of one used in the national study to survey immersion teacher education programs. Survey results indicate the types of programs offered, geographic distribution, instructional levels covered in the programs, specific coverage of preservice teacher training in core French instruction, program length, course availability, length of practicums, program enrollments, and admission criteria. Implications for policy formation and further research are analyzed. Contains 11 references. (MSE)

ED 427 532 FL 025 714

Boutin, France; Chinien, Christian; Boutin, Jean-Luc
Les competences langagieres des etudiants-maitres en francais langue seconde au Canada (Linguistic Competence of Student Teachers of French as a Second Language in Canada).
PUB DATE- 99
NOTE- 28p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Education; *Degree Requirements; Foreign Countries; *French; Higher Education; Immersion Programs; *Language of Instruction; *Language Proficiency; *Language Teachers; National Surveys; Schools of Education; Student Characteristics; *Student Teachers; Teacher Education; Teacher Qualifications
IDENTIFIERS- Canada

A survey of 23 Canadian schools of education investigated the French language competence of student enrolled in core and immersion French language teacher programs. The questionnaire developed for the study inquired about the native language of

(ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Action Research; *Adult Education; Cognitive Style; Computer Assisted Instruction; Definitions; *Educational Trends; *English (Second Language); Evaluation Methods; Family Programs; Identification (Psychology); Intergenerational Programs; Job Skills; Labor Force Development; Literacy Education; Multiple Intelligences; Reflective Teaching; Second Language Instruction; Vocational Education

Terms and concepts currently in use in adult English-as-a-Second-Language (ESL) instruction are defined and explained. They include: authentic or alternative assessment; computer-assisted language learning; critical literacy theory; family and intergenerational literacy; multiple intelligences and learning styles; practitioner inquiry, reflective teaching, and action research; project-based education; social identity; and workforce training, employability skills instruction, and SCANS (Secretary's Commission on Achieving Necessary Skills). In each case, the scope of the term is specified and references to current literature are made. The SCANS skills are summarized. Contains 25 references. (MSE)

ED 427 553 FL 801 278

Florez, MaryAnn Cunningham
Improving Adult ESL Learners' Pronunciation Skills. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Communicative Competence (Languages); *English (Second Language); Language Skills; *Pronunciation; *Pronunciation Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest reviews the current status of pronunciation instruction in adult English-as-a-Second-Language (ESL) classes. The current focus on communicative approaches to ESL instruction and the concern for building teamwork and communication skills in an increasingly diverse workplace are renewing interest in the role that pronunciation plays in adults' overall communicative competence. As a result, pronunciation is emerging from its often marginalized place in adult ESL instruction. Separate sections of the Digest highlight the history of pronunciation instruction, factors influencing pronunciation mastery, language features involved in pronunciation, incorporating pronunciation in the curriculum, and incorporating pronunciation in instruction. (Contains 8 references.) (Author/JL)

ED 427 554 FL 801 282

Frederick, Catherine; Huss-Lederman, Susan; Johnson, Jewelie
Southeastern Wisconsin Workplace Communication Project Curriculum

management in the United Kingdom. This is followed by an analogous overview of British research into HE management and a review of the complex issues facing business and management research and the discord that exists in defining its rigor and relevance. The second part of the paper considers the nature of academic discourses; how disciplines, fields, faculties, and cultures are developed; and how they interact or not interact with each other. The third part explores the relationship between theory and practice in HE management and the extent to which management academics engage with the study of management in their own work context. A model is developed to express the inter-relationship between management research, HE management research, and HE management practice. The paper concludes by questioning how far the divisions articulated between the two fields are simply part of an inevitable language game between the disciplines. (Contains 104 references.) (MDM)

ED 427 574   HE 031 765

Estler, Suzanne E.; Harris, Walter J.
The Homogenizing Effect of Academic Governance: A Case Study in the Creation of a Field-Sensitive Doctoral Concentration in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Administration; College Faculty; *Curriculum Design; Curriculum Development; Decision Making; Doctoral Degrees; *Doctoral Programs; Educational Innovation; *Governance; *Higher Education; Leadership; *Postsecondary Education as a Field of Study; Schools of Education; State Universities
IDENTIFIERS- *ASHE Annual Meeting; *University of Maine

This paper presents a case study of the initiation of a doctoral concentration in higher educational leadership at the University of Maine. The case study documents the perceptions of curricular needs defined by practitioners in the state, the resulting efforts to develop a field-sensitive curriculum, and the impact of the academic decision-making process on the appearance of innovation as the proposal progressed. It was found that there was a greater convergence in expectations for the focus of the program among external constituents, including employers and potential students, than among College of Education and Human Development faculty. It is concluded that the appearance of programmatic innovation may be compromised to academic form and tradition in the course of academic decision making, while innovation may nevertheless flourish under the autonomy of the faculty member in an individual case. Three appendixes contain integrated and consolidated responses from focus groups, a list of commitments for higher educational leadership faculty, and requirements for the doctor of education concentration in higher educational leadership. (Contains 10 references.) (MDM)

ED 427 575   HE 031 766

Ridley, Dennis R.; Quanty, Michael B.; Sciabica, Mark
Grading Standards and Course Challenge: An Analytical-Empirical Approach. ASHE Annual Meeting Paper.

Questionnaire

This study compared college seniors' self-evaluation of skills considered important for lifelong learning from the mid-1980s to the mid-1990s. The study used data from the College Student Experiences Questionnaire (CSEQ), a national database begun in 1983 which includes over 200,000 student records from over 600 colleges and universities. An index derived from the CSEQ, the Capacity for Life-Long Learning, was applied to the records of 26,629 college seniors from 173 colleges and universities who completed the CSEQ in 1984-87 and 16,794 seniors who completed the CSEQ in 1994-97. Findings led to three conclusions: (1) the capacity for life-long learning of seniors in the 1990s approximated that of their 1980s counterparts; (2) students at selective liberal arts colleges exhibited the greatest capacity for life-long learning during both time periods, especially when compared with students at general liberal arts colleges and comprehensive colleges and universities; and (3) students majoring in basic academic disciplines fared better than others (especially business and computer science majors) in developing life-long learning skills and competencies. (Contains 34 references.) (DB)

ED 427 593 HE 031 784

Hu, Shouping; Hossler, Don
The Linkage of Student Price Sensitivity with Preferences to Postsecondary Institutions. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Choice; *Decision Making; Family Characteristics; High Schools; Higher Education; *Paying for College; Student Attitudes; Student Financial Aid; Tuition
IDENTIFIERS- *ASHE Annual Meeting

This study examined the correlates of high school students' preferences in their senior year to attend private or public higher education institutions, and especially the effects of student sensitivity to tuition costs and to financial aid. The data analyzed were from a longitudinal study (n=482) of student college choice. The dependent variable was student preference to attend public or private institutions; the independent variables were student background characteristics, student academic characteristics, and student sensitivity to tuition and financial aid. Results indicated that student preferences to go to private institutions were influenced jointly by family, academic, and financial factors. Mother's education, particularly postgraduate education, was significantly and positively related to student preference for a private institution. Other family background characteristics, including family income, were not related to student preference for type of postsecondary institution, but students with better academic preparation were more likely to prefer private institutions. Student sensitivity to tuition and financial aid were related differently to choice of private institutions students interested in private institutions were less concerned about tuition costs but more interested in financial aid. (Contains 37 references.) (DB) in higher education fall into four categories: (1) pandemic crises, those that are continual or appear with great frequency, e.g., finance; (2) chronic crises, those that are of moderate continuity and frequency, e.g., diversity/equity; (3) sporadic crises, e.g., student unrest; and (4) idiosyncratic crises, e.g., collective bargaining. The more detailed analysis examines the pandemic crisis of finance, the chronic crisis of confidence, and the chronic crisis of stagnation. It is suggested that the strong rhetoric of crisis is used to gain attention, power, and control of organizational and symbolic processes. The paper concludes that although there are serious problems in higher education, there are probably no more crises now than there have ever been. (Contains 97 references.) (DB)

ED 427 612 HE 031 862

Card, Karen A.; Horton, Laura
Fostering Collaborative Learning among Students Taking Higher Education Administrative Courses Using Computer-Mediated Communication. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Students; *Computer Mediated Communication; *Computer Uses in Education; *Cooperative Learning; *Distance Education; Higher Education; Interaction Process Analysis; Postsecondary Education as a Field of Study; Teaching Methods
IDENTIFIERS- *ASHE Annual Meeting

This paper presents findings from two studies on the use of computer mediated communication (CMC) in distance learning courses in higher education administration. The first study compared differences between students (n=17) in a face-to-face (F2F) classroom and students (n=7) taking the same course using CMC. It analyzed differences in interaction within learning groups, achievement of course learning objectives, and satisfaction with the course. CMC course students reviewed the instructor's lecture notes on the course's Web page, and discussed issues from readings and lecture notes with group members and the instructor via e-mail. Students also completed a survey following the class and met with researchers as a focus group. Among findings were interactions between CMC group members were not as satisfactory as in the F2F group; participation was more uniform in CMC group discussions than in the F2F setting; and CMC students achieved course objectives as well as F2F students. The second study specifically explored learning group interactions in a course requiring a group project. Two F2F groups and three CMC groups used different interactive approaches. Although the CMC groups used e-mail for regular communication, they also chose to meet face-to-face, either to discuss issues or to organize the final project. Recommendations for Practice and a third study are discussed. (Contains 45 references.) (DB)

ED 427 613 HE 031 863

Meader, Ellen Waterson
College Student Attitudes toward Diversity and Race-Based Politics. ASHE Annual Meeting Paper.

ED 427 155 CE 077 736

Seitamaa-Hakkarainen, Pirita, Ed.; Uotila, Minna, Ed.
Produkt, Fenomen, Upplevelse. Proceedings of a Nordic Symposium (Helsinki, Finland, November 7-9, 1996). Research in Sloyd Education and Crafts Science B:3.
PUB DATE- 97
NOTE- 342p.; Published by the Nordic Forum for Research and Development in Craft and Design.
LANGUAGE- English; Swedish; Finnish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Craft Workers; *Creative Development; Creativity; *Culture; *Educational Research; Elementary Secondary Education; Foreign Countries; *Handicrafts; *Individual Development; Industrial Arts; Teacher Education; Technology; Technology Education
IDENTIFIERS- *Sloyd Education; Sweden

This anthology consists of 7 presentations given by invited speakers and 15 essays that show how crafts form both a theoretical and practical discourse that deals with the most varied individual, cultural, and behavioral phenomena. They involve the concept of sloyd, derived from a Swedish word, an umbrella term for making or crafting things by hand. The presentations are as follows: "A Qualitative Approach to Research on Artistic Phenomena" (Elliot W. Eisner); "Conservative Craft and Progressive Education" (Sven G. Hartman), English abstract and Swedish text; "Multiteoretisk Metodologi i slojdforskning" (Juhani Peltonen); "Research on Arts and Crafts as Cultural Phenomena" (Elliot W. Eisner); "Som Slojd en del av hallbar utveckling" (Ulla Suojanen); "The Psychology of Image Formation: Subject and Object Dimensions" (Andrei Podolskij); and "Kunskap Genom Handen" (Arne Klingborg). The essays are as follows: "The Image of Becoming: Questions of Time, Identity, and Education in Textile, Clothing, and Craft Design" (Minna Uotila); "A Look at the 'Glass Case'" (Harri Kalha); "Textile Art in Perspective: Looking at Textile Art as a Historical Project" (Leena Svinhufvud); "Products in Their Ideological Context in Professional Evaluation" (Mirja Kalviainen); "Development of the Reference Frame in Crafts Science" (Iija Pietikainen); "Revealing Design Thinking through Protocol Data" (Pirita Seitamaa-Hakkarainen); "Grounded Theory--Two Different Ways of Coding" (Pirjo Keso); "To Speak of the Unspoken: Tacit Knowledge and Participation in Its Interpretation" (Ritva Koskennurmi-Sivonen); "Some Observations on the Anttila Paradigm of Designing and Making-Up" (Leena K. Kaukinen); "Ansats til en slojdpaedagogik" (Mikkel Holmback); "Every Time Is Time for Craft" (Seija Kojonkoski-Rannali); "Vagen till och genom ett konstnarligt utvecklingsarbete. 'Slojd och bygga rum. Den skapande fantasin leken och rummet'" (Goran Ekman); "Integrating Technology into Sloyd in the Early Years" (Ari Alamaki); "The Development of Craft Teaching in the Education of Class Teachers" (Jaana Lepisto); and "Ramaterialets betydelse i den framtida slojden" (Torbjorn Lindstrom). (YLB)

ED 427 156 CE 077 737

Lindfors, Linnea, Ed.; Peltonen, Juhani, Ed.; Porko, Mia, Ed.
Approaches to the Nature of Educational Sloyd and Craft. Sloyd Competence in Nordic Culture. Part III. Research in Sloyd Education and Crafts Science B:2.
PUB DATE- 96

Work Relationship; *Employment Potential; *Internship Programs; *Job Skills; Program Implementation; Secondary Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- Job Shadowing

This document contains the materials necessary to set up and implement the "School to Work Internship for Learning a Living" program. The guide is organized in four sections. The first section contains information about the following: participating businesses, program objective, job shadowing, paid internships, recruitment of teachers and students, applications, counseling, recruiting businesses, placing students, evaluation, the home high school, public relations, and labor laws. Contents of the second section are as follows: an employability checklist, SCANS (Secretary's Commission on Achieving Necessary Skills) competency list, application, field trip form, insurance forms, business tax exemption form, job-shadowing agreement, hours verification form, paid internship training plan and agreement, business contact form, student evaluation form and calendar. The last two sections include a presentation outline and slides and certificates of competency and appreciation. (KC)

ED 427 175 CE 078 044

Heslinga, John
Alberta's Flexible Career and Technology Studies Curriculum Meets Most of Our Students' Needs.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the International Technology Education Association (Fort Worth, TX, March 8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Education; *Competency Based Education; Course Content; *Employment Potential; Foreign Countries; *Job Skills; Learning Modules; Secondary Education; Technical Education; *Technology Education; *Vocational Education
IDENTIFIERS- Alberta; *Career and Technology Studies

Alberta's Career and Technology Studies (CTS) curriculum is a new way to organize the previous practical arts curricula to allow flexibility and accessibility. The basis of CTS is its modular framework. The curriculum is organized around a framework of more than 21 career or technology strands. The strands are common areas of study, relating to industry sectors, that help organize the modules of the curriculum into career-related groups. Many skills, areas of knowledge, and attitudes in the career spectrum are transferrable from career to career. Each career strand contains many curriculum modules consisting of skills, information, attitudes, and material that can be taught in approximately 17-25 hours. The modules range from entry-level through advanced and career-specific skills. By selecting a series of modules, a course can be built to meet the needs of individual students, with a focus on competencies rather than time spent. Although the curriculum is flexible, it is also prescriptive and accountable. The documentation describes specifically the requirements of any module. The curriculum also includes resource suggestions and facility requirements. (A series of transparencies illustrating this curriculum are included in the document.) (KC)

ED 427 176 CE 078 045

significant difference in mean total scores on both tests by type of English course; no statistically significant difference in mean total scores by time of test administration; and a correlation for posttest scores significantly different than zero. Critical thinking abilities of students who completed the applied communications course did not significantly improve and their perceptions of their problem-solving skills did not become more positive. (Contains 16 references.) (YLB)

ED 427 192 CE 078 085

DeLuca, Diana M.
Profiles in Connecting Learning and Work. State Initiatives.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Travelers Companies Foundation, Hartford, CT.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Education Work Relationship; Educational Improvement; Federal Legislation; *Institutional Cooperation; Integrated Curriculum; Postsecondary Education; Program Implementation; School Business Relationship; Secondary Education; *State Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

This report contains profiles of initiatives in the 50 states and Puerto Rico to connect learning and work. Learning and work initiatives combine education reform, workforce preparation and economic development to prepare individuals for a lifetime of learning, citizenship, and career success. The profiles are drawn from state applications for grants under the federal School-to-Work Opportunities Act of 1994. The profiles indicate that each state is moving forward on some or all parts of the agenda, such as the following: (1) raising academic expectations for all students while integrating more applied and entrepreneurial learning into the classroom; (2) documenting student achievement through testing or performance assessment that lead to academic and skills certificates; (3) providing meaningful learning and career exploration opportunities for students in the workplace where they can apply their knowledge in real-world settings; (4) coordinating state services and achieving a unified vision or set of goals for education; (5) building joint programs among K-12 education and two- and four-year college campuses; and (6) including employers, parents, and the community as partners in the education process. Each state profile consists of some or all of these parts: an overview, education practice, legislation and policy, coordinating structure, implementation strategy, higher education involvement, evaluation, special programs, notes, contact person, and sources. (KC)

ED 427 193 CE 078 086

Bingham, Mary Beth; Smith, Cristine; Stewart, Kimberly; Burnett, Anne; Devereux, Helena; Gooden, Judy; Hayes, David; LaChance, Arthur; LaMachia, Joan; Meader, Pam; Tate, Alan; Tiedeman, Kristin
Practitioners Speak: Contributing to a Research Agenda for Adult Basic Education. NCSALL Reports #4.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98

competencies being requested by employers (the ability to think creatively, solve problems, communicate effectively, work in teams, know how to learn, and reason). To address this problem, the college developed the Academy for High Performance to integrate occupational and academic curricula. The academy's goal is to provide an academically rigorous curriculum in the general education core requirements in a manner that facilitates learning. By connecting courses in the arts and sciences directly with courses in specific occupational areas (for example, manufacturing management) and by preparing teachers to function as a curriculum team, the academy has been successful in reaching students that college would otherwise not have reached. (MN)

ED 427 210 CE 078 119

Bean, Molly
Adult Education School to Work. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 140p.; For the 1996 final report, see ED 403 396.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Competency Based Education; *Education Work Relationship; *Employment Potential; *Employment Programs; *Literacy Education; Models; Partnerships in Education
IDENTIFIERS- Pennsylvania (Erie); 353 Project

A project identified and established components related to adult basic education's role in school-to-work (STW) transition. It focused on developing a cognitive framework for competency-based adult employability classes, integrating adult basic and literacy education (ABLE)-funded programs into the Erie Area STW partnership, and establishing a model for ABLE participation in the local Career Preparation Marketplace. A "white paper", "Adult Basic and Literacy Education Programming Consistent with Workplace Development," was produced that outlined 17 concepts underlying adult education within a framework of employability and training. Approximately 330 adult testing scores were added to a database of adult academic records for students applying to the Regional Skill Center for technical training. The Wonderlic Basic Skills and Personnel Tests were used. A directory of providers in Region 1 was developed and provided to the Erie Area STW Partnership. The Northwest Professional Development Center was the primary partner in planning the Erie Job Fair and in organizing representation of local training entities, including all ABLE-funded programs. A model program of employability classes was conducted in conjunction with groups of manufacturers and the Regional Higher Education Council. Four levels of classes were available: Work Hardening and Employability 1, 2, and 3. (The 17-page report is followed by these appendixes: the white paper; the written framework; course descriptions; test scores; providers directory; and job fair materials.) (YLB)

ED 427 211 CE 078 120

Adult Educator in the Workplace: A School-to-Work Initiative. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

learning-style inventory, and a monthly attendance chart are attached to the report.) (KC)

ED 427 228 CE 078 139

Leto, Lyn
Rural Co-Options for Lifelong Learning: Implementation. A 353 Final Report. Funding Year 1997-1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 35p.; For the 1996 final report, see ED 419 114.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consortia; Cooperative Programs; *Education Work Relationship; *High School Equivalency Programs; Outcomes of Education; Program Effectiveness; *Program Implementation; *Rural Education; School Holding Power
IDENTIFIERS- Pennsylvania; 353 Project

A program was conducted to implement a "regular high school" adult diploma program built on a school-to-work philosophy and operated through a two-county, multidistrict lifelong learning consortium in Pennsylvania. The project also provided a rural, cooperative program model ready for replication in other areas in order to provide targeted adults an alternative to the General Educational Development Test. The project used an approved academic and life skills curriculum based on the strategic plans and standards of the participating districts and a graduation portfolio guidebook based on the accomplishments of the previous year. Students had to attend 90 hours of class instruction in the core high school academic subject areas, as well as to complete a graduation portfolio project. The project resulted in an 80 percent retention rate and a 100 percent positive student approval rate. (The student graduation portfolio handbook outlining standards for completion in math, English, social studies, health and science, and career exploration is included in the project report.) (KC)

ED 427 229 CE 078 140

Tyson, Diane F.
School-to-Work for Lancaster County Adults. Final Report. Program Year 1997-98.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Programs; Basic Skills; Career Exploration; Career Planning; Communication Skills; Competence; Competency Based Education; Computer Literacy; *County Programs; Demonstration Programs; *Education Work Relationship; Employment Potential; Employment Qualifications; Followup Studies; Independent Study; Individualized Instruction; Integrated Curriculum; Interpersonal Competence; Learning Activities; *Nontraditional

Education; Parent Attitudes; Participant Characteristics; Program Effectiveness; Program Improvement; School Districts; State Surveys; *Statewide Planning
IDENTIFIERS- Curriculum Directors; *Wisconsin

The effectiveness of school-to-work (STW) in Wisconsin was examined through a review of the data from the following sources: STW implementation reports; follow-up surveys of youth apprenticeship graduates, parents, and employers; and telephone interviews with curriculum directors from 45 Wisconsin school districts. Of the practices and innovative activities planned for K-12 students as part of Wisconsin's STW program, school-based activities have generally been implemented far more broadly than work-based activities. Because participation rates in core, work-based learning experiences have been very low, the aggregate impact of STW on workforce development and the state's economy has been necessarily meager. Since Wisconsin launched STW, the two main problems it was intended to address have changed. Wisconsin's system for curriculum standards and assessment now drives efforts to improve academic learning, and the state's economy has rebounded. It was, therefore, recommended that the Wisconsin Legislative Fiscal Bureau conduct an evaluation of STW in light of STW program goals and other state priorities, pursuant to a zero-based budget decision about the program's future. It was further recommended that STW be implemented on small scales at the district level. (The report contains 46 references. Appended is a list of the curriculum directors interviewed.) (MN)

ED 427 247 CE 078 182

Step Up. Building a Workforce for the Future. The Role of Education and Training in Wisconsin Works (W-2). A Report by the Governor's Wisconsin Works (W-2) Education and Training Committee.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Client Characteristics (Human Services); Continuing Education; Education; *Education Work Relationship; *Educational Needs; Educational Objectives; Educational Opportunities; Educational Philosophy; Educational Practices; Entry Workers; Job Training; *Labor Force Development; Models; Needs Assessment; Participant Characteristics; Partnerships in Education; Role of Education; Student Characteristics; *Vocational Education
IDENTIFIERS- *Welfare to Work Programs; *Wisconsin

Initially, Wisconsin Works (W-2) emphasized moving people from welfare to W-2 and employment. Eventually, recognition of the important role of education and training in moving families to self-sufficiency was renewed. The goal of W-2 is to connect its broad client population (only 17% of whom have a high school diploma) with appropriate work or work training as soon as possible by placing clients into the most appropriate of the following options: unsubsidized employment, trial jobs, community service jobs, and W-2 transitions. The Governor's W-2 Education and Training Committee has focused on the following issues: best practices; employers as partners; provision of flexible, entry-level education and training; the importance of retention and sustained employment; upward mobility; and continuing education and the importance of lifelong learning. The committee's action plan to promote and enhance education

Preparation" (Scott G. Paris, Peter Winograd); "Authentic Assessment of Teaching in Context" (Linda Darling-Hammond, Jon Snyder); and "Afterword" (Kenneth R. Howey). An annotated bibliography contains 40 references. (SK)

ED 427 264 CG 028 851

K-12 Career Development Curriculum Framework. Draft Version.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Career Development; *Career Guidance; Children; Elementary Secondary Education; State Standards
IDENTIFIERS- New Hampshire

Career development education prepares students to make informed career decisions through awareness and understanding of individual qualities that contribute to success on the job, the ability to use employment data and other resources to support decision making, and an awareness of the training and postsecondary options available for success. In its broadest perspective, career development is a lifelong process by which an individual defines and refines life and work roles. This framework establishes standards that define what New Hampshire students should know and be able to do relative to career development. Its purpose is to (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area. Curriculum skills are grouped into three broad areas: (1) Core Educational Learning; (2) Individual/Social Learning; and (3) Career Learning. Curriculum standards are provided in each of these areas for a total of seven standards. Proficiency standards are provided for end of Grades 4, 8, 10, and 12 for each curriculum standard. A bibliography and list of contributors are included. (Author/EMK)

ED 427 265 CG 029 043

Kenney, Dennis Jay; Watson, T. Steuart
Crime in the Schools: Using Student Problem Solving To Reduce Rear and Disorder.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.
PUB DATE- 98
NOTE- 245p.; Cover title varies: "Crime in the Schools: Reducing Fear and Disorder with Student Problem Solving."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Crime Prevention; Delinquency; Discipline Problems; Grade 11; *High School Students; High Schools; *Police School Relationship; Safety; *School Security; School Vandalism; Stealing; Violence
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC

Schools are the primary means by which society transmits skills, values, and concepts about self to youth. Without a safe and secure environment, it becomes virtually impossible for students to learn. This book reports on one project to change the atmosphere of fear in a high school. Eleventh grade students were taught the SARA (Scanning, Analysis, Response, Assessment) model of problem solving. Students took on the teaching reading and spelling in a sample of 12 schools within one Education Authority. Phase two examined the impact of analytic and synthetic phonics teaching (which teaches small groups of letters very rapidly) on reading, spelling, and phonemic awareness. Phase three compared the effects of phonemic awareness training versus synthetic phonics teaching on reading, spelling, and phonemic awareness. Results indicated: (1) increases in reading and spelling over and above those attained with analytic phonics; (2) reading and spelling skills were well above national norms in phase three; (3) synthetic phonics led to the best gains in phonemic awareness; and (4) the synthetic phonics method led to fewer underachieving children. (Contains 4 figures and 12 references.) (CR)

ED 427 285 CS 013 410

Holm, Daniel T.
Reading about Reading: Using Children's Literature To Reflect on Reading.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Picture Books; *Reading; Reading Attitudes; *Reflective Teaching; Teacher Attitudes

Addressing teacher educators, this paper describes the importance of story as a reflective teaching tool, and provides brief annotations of 11 children's picture books (published between 1989 and 1998) which have reading as a critical story element. The children's picture books listed in this paper can be used to assist teachers in analyzing their views and assumptions of teaching and learning. These books are examples of the important role reading plays in the lives of others. Questions that might be useful to pose when discussing these books include: how is reading portrayed? why is reading important? what theories of reading are suggested by the story? how did the character learn to read? why did they want to read? and how does this story expand our view of literacy? (Contains 13 references to children's literature and 9 references to professional resources.) (RS)

ED 427 286 CS 013 411

Cunningham, Patricia M.; Allington, Richard L.
Classrooms That Work: They Can All Read and Write. Second Edition.
PUB DATE- 99
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Family Environment; High Risk Students; Integrated Curriculum; *Phonics; Reading Improvement; *Reading Instruction; *Reading Skills; *Reading Strategies; Science Instruction; Social Studies; Spelling; *Writing Instruction
IDENTIFIERS- Balanced Reading Instruction; *Literature Based Instruction; Process Approach (Writing)

Designed for courses that focus on instructional reading methods

NOTE- 47p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 3; Primary Education; *Reading Attitudes; *Reading Motivation; Reading Research; *Student Attitudes; Student Motivation; Teacher Attitudes

Reading is an important activity for all children to be able to do regardless of ability. Many children in classrooms around the country struggle with reading and need some extra support and attention. Determining student attitudes can help the teacher to provide the necessary services to those that need help to improve their reading. Students in four third-grade classes in a public school in Upper Manhattan completed the Elementary Reading Attitude Survey and the Reading Self-Perception Scale Survey. Using a reading attitude scale enables the teacher to check student reactions to different reading situations that reflect how they feel about reading. By allowing students to voice their feelings about reading through various surveys, teachers will likely be able to meet their needs with greater success. (Contains 17 references and 6 tables of data; appendixes contain the survey instruments and scoring sheets.) (Author/RS)

ED 427 307 CS 013 437

Barrett, Karin
The Significance of the Public Library on a Child's Reading Achievement.
PUB DATE- 99
NOTE- 33p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; Grade 4; Intermediate Grades; *Library Role; *Parent Attitudes; *Public Libraries; *Reading Achievement; Reading Research; *Student Attitudes
IDENTIFIERS- *Library Use

The hypothesis of this study was that the use of the public library has a positive effect on students' reading achievement. Thirty-three fourth grade students in the below and above average reading classes and their parents were asked several questions about their public library use. The participants were asked about how frequently they went to the library, what types of books they read, whether they participated in the library programs, and whether they visited the library when they were younger. The survey results suggested that there was not enough information to fully satisfy the hypothesis. However, there were several important percentages that could be looked at: (1) above average students frequented the library more than below average students; (2) parents of the above average students took their children to the library at an earlier age than the below average students; and (3) those students in the below average class did not participate in the library programs as often as the above average students. (Contains 16 references; appendixes contain 2 survey instruments.) (Author/RS)

ED 427 308 CS 013 438

Hemerick, Kari Ann
The Effects of Reading Aloud in Motivating and Enhancing Students' Desire To Read Independently.

IDENTIFIERS- *Response to Literature; Trade Books

Designed to supplement the actual reading of children's books, this book provides an introduction to children's literature. It focuses on general trends and patterns rather than plot summaries. The two-part organization of the third edition explores first the foundations and contexts, then the various genres of children's literature. Discussion ranges from picture books--newly divided between those for the very young and those for older children--to informational books. Expanded, more developed coverage of cultural and social diversity in the book includes literature by and about minority cultures and books on alternative families, homosexuality, individuals facing physical, mental, and emotional challenges, and gender concerns. Chapters in the book are: (1) The History of Children's Literature; (2) Child Development and Literature; (3) Cultural and Social Diversity; (4) Understanding Literature; (5) Responding to Literature; (6) Books for the Very Young; (7) Picture Storybooks; (8) Folk Literature; (9) Poetry; (10) Fantasy; (11) Contemporary and Historical Realism; (12) Biography; and (13) Informational Books. An appendix lists award-winning children's books. (RS)

ED 427 331   CS 216 598

Cox, Carole
Teaching Language Arts: A Student- and Response-Centered Classroom. Third Edition.
PUB DATE- 99
NOTE- 557p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Differences; *Diversity (Student); Drama; Elementary Education; Emergent Literacy; *Language Arts; Punctuation; *Reading Instruction; Reading Writing Relationship; Spelling; *Student Centered Curriculum; Teaching Methods; *Writing Instruction
IDENTIFIERS- Language across the Curriculum; Media Literacy; Process Approach (Writing); Response to Literature

Continuing its emphasis on a student- and response-centered approach to literature-based teaching in today's culturally and linguistically diverse classrooms, this third edition discusses these principles not only through explanation, but through examples of real teachers in real classrooms involved in the actual implementation of these ideas. The book offers "snapshot" features that give a glimpse into a real classroom, demonstrating how material discussed in the chapter can be transformed into action; lesson plans that offer specific suggestions which can readily be put into practice; and "ripple effects," graphic organizers that illustrate how response-themed learning spreads out across the curriculum. A "Schoolyear Activity Planner" (an appendix in the previous edition) has now been expanded, updated, and put in a separate, easily portable supplement. Chapters in the book are: (1) Learning and Teaching Language Arts; (2) Children and Language Development; (3) Language and Cultural Diversity; (4) Emergent Literacy; (5) Spoken Language; (6) Drama in the Classroom; (7) Teaching with Literature; (8) The Reading Process; (9) The Writing Process; (10) Reading and Writing; (11) Grammar, Punctuation, and Handwriting; (12) Spelling; (13) Media Literacy; and (14) Language across the Curriculum. Contains approximately 500 references; the International Reading communication technology exists for a relatively new phenomenon that is receiving much attention in the academy, the concept of distance education. However, while professionals seeking professional development opportunities can be served well by distance education, it provides an unsatisfactory educational experience for pre-professional students, regardless of the quality of classroom instruction. Such students cannot fully participate in the enculturation process requisite to preparing professionals. (CR)

ED 427 351 CS 509 982

Glascott, Kathleen P.; Burriss, Larry L.
Use of Constructed Speech To Improve Classroom Performance.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Recordings; Class Activities; *Classroom Techniques; Grammar; Higher Education; Sentence Structure; *Student Attitudes; Teaching Methods; Undergraduate Students; *Writing Improvement; Writing Skills

The purpose of this study was to explore the effects on college students of audiotaping classroom assignments. As part of their course requirements, students were asked to submit both a hard copy of their work plus an audiotape containing their assignments. During a 3-year period, 231 undergraduate education majors enrolled in 12 courses at 3 universities were asked to complete an open-ended questionnaire which described the taping experience. Qualitative analysis of questionnaire data generated 23 descriptive categories. A majority of the student responses indicated a positive taping experience. Students indicated taping contributed to academic, cognitive, and affective learning. Several categories suggested talking out loud onto a tape recorder provided students better opportunity to organize their work. Students were better able to detect and correct technical errors such as problems with grammar, sentence structure, and word meaning. Comprehension and internalization of material was improved. Students reported taping as a positive experience which facilitated their ability to interpret and "make meaning." In addition, students' comments suggested taping assignments provided a better vehicle for emotional expression. (Contains a table of data and 14 references.) (Author/CR)

ED 427 352 CS 509 983

Hulbert-Johnson, Ruth
Evaluating Instruments for Appropriateness.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Ethics; Evaluation Methods; Higher Education; *Test Reliability; Test Selection; *Test Validity
IDENTIFIERS- *Communication Competencies

With increasing emphasis upon accountability, assessment in general, and communication competency in particular, is placing

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Higher Education; *Oral Interpretation; *Speech Instruction; *Speech Skills; *Teaching Methods
IDENTIFIERS- Historical Background

James E. Murdoch's contributions to the arts were widely diversified. Aside from acting, the man was interested in both the practical and theoretical aspects of elocution. The thread of continuity which existed between elocution and interpretation became apparent to Murdoch through his analysis of the works of Sheridan, Walker, and Rush, the earlier elocutionists. Murdoch drew upon previous ideologies in order to formulate his own theory of elocution. Combined with his own terminology and the modified philosophies of his predecessors, Murdoch was able to devise an "eclectic" approach to the teaching of elocution. The purpose of this paper was to evaluate and demonstrate that Murdoch's "eclectic" method does have an important bearing upon the present day technique of teaching oral interpretation. An analysis of "A Plea For Spoken Language" and "Analytic Elocution," written by Murdoch, shows that teachers today are still using the principles which were set down over almost 125 years ago by a forgotten man in the history of interpretation. (Contains 16 notes.) (Author/RS)

ED 427 373 CS 510 007

Latta, Susan
Multicultural Approaches to Argument: Some Practical Suggestions.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Curriculum Development; Diversity (Student); Higher Education; Multicultural Education; *Rhetoric; Student Characteristics; Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- Academic Discourse; Discourse Communities

It is necessary to continue efforts to adapt the composition curriculum to the diverse needs of the student population. The writing process, even if seen as recursive, varies from student to student and from situation to situation. Students must also be shown that the very conventions and forms of academic writing are culturally situated. The Euro-American tradition is only one tradition among many. Understanding different traditions allows students to better relate to those who are different and allows the teacher to be more sensitive to individual student differences. In the field of rhetoric and composition, the emphasis on social epistemic rhetorics and on an analysis of the cultural codes of race, class, gender, and sexual difference have made it clear that language and writing both reflect and critique the ideologies of communities in which they function. Diverse multicultural assignments in essay reading and writing allow students to write a story of their own, a cultural story. But a multicultural rhetoric must also engage students in an active analysis and critique of the

PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Instructional Leadership; *Leadership; *Leadership Training; Models; *Partnerships in Education; Professional Development; *Program Descriptions; *Staff Development
IDENTIFIERS- Northwest Initiative for Teaching and Learning; Washington (Seattle)

As schools respond to higher expectations for student learning, school staffs are uniting around innovations that show the greatest promise for improving student learning. This paper examines one particular staff-development initiative, the Northwest Initiative for Teaching and Learning (NWIFTL), and the leadership actions that support and sustain the individual school-development projects. The NWIFTL is a partnership of four Seattle-area public-school districts, two universities, the state offices of the Superintendent of Public Instruction and Commission on Student Learning, and the Stuart Foundation. The initiative funds modest staff-development projects in a total of 19 schools across the 4 partner-school districts. The report focuses on centers of leadership and asks whether these projects reflect traditional principal leadership, or whether they represent a new opportunity for others to participate in meaningful direction of professional development in schools. It draws from a study that used survey data and case studies to examine the partner schools. Findings show that all 17 of the responding schools had staff-development efforts under way. School-based plans were shaped by a combination of building, district, and state decisions and directives, and schools indicated that their NWIFTL projects were linked to many other staff-development efforts in the schools. Contains 20 references. (RJM)

ED 427 394 EA 029 589

Whitney, Terry N.
State School Finance Litigation: A Summary and an Analysis.
PUB DATE- 98
NOTE- 28p.; For the 1997 summary, see ED 412 597.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; Financial Problems; State Aid; *State Courts

This report offers an analysis of school finance litigation during 1998. It summarizes cases in New Jersey, Ohio, Arizona, Texas, Wyoming, Colorado, New Mexico, and New York. These states were sued due to failure to provide a thorough and efficient system of common schools, ineffective efforts to provide equitable financing to poorer school districts, methods of funding school facilities, and other matters. Only five states have not been sued over school-finance issues: Delaware, Hawaii, Iowa, Mississippi, and Nevada. Historically, school-finance suits have focused on the equity and adequacy of state funding, and the decisions handed down in 1997 and 1998 have followed that pattern. However, in recent years several cases

First Things First...Our Children. Alberta Education's 93rd Annual Report and 4th Annual Results Report, 1997/1998--Part 1 and Part 2.
PUB DATE- 99
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Educational Finance; *Educational Objectives; Elementary Secondary Education; Endowment Funds; *Financial Policy; Foreign Countries; School Support
IDENTIFIERS- Alberta

The Public Accounts of Alberta are prepared in accordance with the Financial Administration Act and the Government Accountability Act. This annual report of the Ministry of Education contains the audited, consolidated financial statements of the ministry and offers a comparison of actual performance results with desired results set out in the ministry's business plan. It lists the eight goals of the ministry, such as the desire that education be focused on what students need to learn, that parents and the community should have the opportunity to be involved in the governance and delivery of a restructured education system, and that the education-funding system be fair, equitable, and affordable. The text reports on the progress made in trying to reach these goals. The report includes the accounts of government entities consisting of departments, revolving funds, the Alberta Heritage Savings Trust Fund, and other regulated funds, provincial agencies, and Crown-controlled corporations. Components of the Ministry that receive detailed attention include curriculum standards, language services, learning technologies, information services, special education, the Native education project, teacher certification, and school facilities. A summary of expenditures under each appropriation in the ministry is included in the financial statements of each department. (RJM)

ED 427 413 EA 029 650

Our Students, Our Future: An Introduction to Education in Alberta, Kindergarten to Grade 12.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Admission (School); Educational Objectives; Elementary Secondary Education; Program Descriptions; Role of Education; School Choice
IDENTIFIERS- Alberta

This publication explains the ABCs of Alberta's school system. The text details Alberta's goals, various levels of responsibility, funding, public and private schooling, academic core and optional programs, home education, testing, high-school diploma requirements, programs for students with special needs, and programs for students from other countries. The guide is intended for parents, providing them with the information they may need to make the best educational choices for their children. The text is divided into nine topics: Alberta's commitment to universal public education; the roles

(055)
DESCRIPTORS- *Block Scheduling; Educational Change; Educational Innovation; Elementary Secondary Education; Flexible Scheduling; Instructional Innovation; *School Schedules; Time Factors (Learning)

This booklet provides information about block scheduling--its advantages and drawbacks. Schools can use it as a discussion tool to improve their use of time by reformulating student and teacher schedules. The booklet can help educators choose a block scheduling program that will suit their school. The booklet explains the purpose of block scheduling and presents various models of this type of scheduling, such as the 4x4 plan, the A/B plan, and the trimester plan. Advantages of block scheduling include: improved teaching and learning, the reduction of fragmentation, and individualized pacing. Concerns about block scheduling include: difficulty in scheduling music and AP classes and loss of content retention. The recurrent theme in the booklet is the need for planning before implementing any type of schedule change. Some of the keys to successful block scheduling include: consult resources outside the school community; involve teachers, administrators, students, and parents in the process; provide staff development; and constantly seek feedback. The booklet offers case studies taken from nine U.S. states and territories that have introduced block scheduling into their schools. A list of frequently asked questions appears at the end. (Contains 14 references, 15 additional resources, and 5 internet resources.) (RJM)

ED 427 432 EA 029 682

Krumm, Bernita L.; Thompson, David P.
Student Search and Seizure: 1998 Update.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Education Law Association (Charleston, SC, November 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Court Litigation; Elementary Secondary Education; Federal Courts; *School Law; School Role; *Search and Seizure; *Student Rights; Student School Relationship
IDENTIFIERS- Fourth Amendment; Vernonia School District 47J v Acton

This article examines the effects of the "Acton" decision, a Supreme Court ruling that upheld random urinalysis of secondary-school students who participate in extracurricular athletics. The paper focuses on cases involving general (mass) searches, "medical assessment" searches, strip searches, and drug testing. Although the intent of the Court is to create a balance between individual rights secured by the Constitution and the need of the government to provide a safe and secure environment, the effect is a steady stream of decisions eroding students' Fourth Amendment rights (the right to be secure against unreasonable searches and seizure). The paper describes the events leading up to the "Acton" case, which involved random drug testing for student athletes, and the reasoning behind the Court's decision. It then recounts specific cases that shaped legal guidelines for various types of searches. It concludes that students' Fourth Amendment rights have been increasingly placed in the hands of school officials, who have the provision of appropriate services; and provision of services to eligible children at age 3. Major concerns identified by respondents included the following: non-compliance with IEPs, team meeting decision-making, least restrictive environment and inclusion, access to the general education curriculum, services to families who speak languages other than English in the home, continuity of educational services to children in state custody, and secondary level transition plans and services. The paper summarizes answers to questions and lists sample responses. A detailed breakdown of responses to each question is attached. (DB)

ED 427 451 EC 307 014

Paton, Judith W.
Living and Working with a Central Auditory Processing Disorder (CAPD).
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Auditory Discrimination; *Auditory Perception; Auditory Stimuli; *Coping; *Hearing Impairments; Learning Disabilities; Listening; Noise (Sound); *Perceptual Impairments; *Symptoms (Individual Disorders); *Work Environment
IDENTIFIERS- *Central Auditory Processing Disorders

This paper describes adult symptoms of Central Auditory Processing Disorder and provides strategies for dealing with this disability. Symptoms include talking or turning on the television louder than normal, interpreting words too literally, needing remarks repeated, having difficulty sounding out words, ignoring people, being unusually sensitive to sound, asking many extra informational questions, confusing similar-sounding words, having difficulty following directions in a series, developing speech late or unclearly, communicating poorly, memorizing poorly, hearing better when watching the speaker, and having problems with rapid speech. Strategies for compensating for the disability include: (1) asking for a desk away from computers or for a sound-absorbent partition, or using a mild-gain amplifier; (2) using earplugs and having someone else proofread work; (3) being tapped on the shoulder before being addressed conversationally and adjusting telephone bells and alarms for volume; (4) asking for information in writing; (5) taking notes and setting up a logbook for longer-term assignments; and (6) learning cues on how to read people's feelings and how to change speech accordingly. (CR)

ED 427 452 EC 307 016

Williams, Tracy M.
Life after High School: Transitional Issues for Learning Disabled Students.
PUB DATE- 98
NOTE- 33p.; Master's Research Paper, Chicago State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Education Work Relationship; Educational Legislation; *Educational Strategies; Federal Legislation; High Schools; *Higher Education; *Learning Disabilities; Parent

Teaching; Research and Development; *Self Evaluation (Groups);
*Self Evaluation (Individuals); Theory Practice Relationship

This monograph addresses the importance of and strategies for improving education through reflective practice, defined as cognitive processes and an open perspective that involve conscious self-examination in order to gain understandings and improve the lives of students. Chapter 1 provides an overview and explains origins of reflective practice initiatives. Suggestions for using the monograph are also offered. Chapter 2 presents a synthesis of education-related literature on reflective practice, including an historical perspective and a review of research. Chapters 3 and 4 each describe how a school community engaged in reflective practices. Chapter 3, entitled "A School-Wide Reflection and Dialogue Process at Mountain View School" (Robi Kronberg and Cheri Lunders), centers on how a K-8 school achieved school-wide participation in a process of examining beliefs and practices. Chapter 4, "Inquiring Minds United at Urban High School" (Jo Montie and others), describes a three-year voluntary and relatively open process involving teachers at an urban high school that resulted in a continuing commitment to reflective practice and an expanded influence on school-wide practices. The final chapter, Chapter 5, offers overall reflections and suggestions about reflective practice in educational settings. (Contains 48 references.) Appended are forms and results from the two case studies reported. (DB)

ED 427 471 EC 307 041

Barkin, Patti Zembrosky; Marek, Ann; Huffman, Vicki
Assistive Technology: Services and Devices for Persons with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Financial Support; *Individualized Education Programs; Legal Responsibility; Policy Formation; *School Responsibility

This paper provides school districts with information about determining the need for and providing assistive technology services and devices to children and youth with disabilities. Determinations about the needs of students are made on a case by case basis through the development of a student's Individualized Education Program (IEP). Once the IEP is developed, it is the responsibility of the school district to ensure that this plan is implemented. This paper contains information and suggestions that will help local districts create policies and procedures for the implementation of assistive technology requirements. Each section begins with a narrative, followed by frequently asked questions about each topic. Topics covered are: (1) legal requirements and definitions; (2) training, including how districts might plan for and meet the training needs of their staff, students, and families; (3) IEP development; (4) acquisition and maintenance of devices; and (5) funding, including the responsibility of the district to pay for and provide assistive technology that multisensory spelling intervention under two conditions using high-frequency words written in isolation and in context. The population for the study was 15 fourth and fifth grade students with learning disabilities. A randomized, pretest-posttest control group design was used. The two conditions were designated as non-perceptual vowel enhanced and perceptual-vowel enhanced. The four dependent variables were the subjects' spelling accuracy scores of words written in isolation and in context, each under short-term and long-term delayed recall conditions. Results revealed that the multisensory intervention under the two conditions did not significantly affect the subjects' mean spelling accuracy scores for words written in either isolation or in context among the control and experimental groups. Significant mean spelling accuracy score differences did occur within all groups between both pretest and posttests for words written in both isolation and in context. Research limitations and recommendations for future research are discussed. (Contains 61 references and 16 tables.) (CR)

ED 427 491 EC 307 062

Kariuki, Patrick; Honeycutt, Cindy
An Investigation of the Effects of Music on Two Emotionally Disturbed Students' Writing Motivations and Writing Skills.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Conference of the Mid-South Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Disturbances; Grade 4; Intermediate Grades; Males; *Music; *Student Attitudes; *Student Motivation; *Writing Improvement; *Writing Skills; Writing Strategies

This study investigated whether music could be used as a tool to motivate students with emotional disturbances to develop positive attitudes toward writing and whether these attitudes would result in a higher volume of writing output and improved writing skills. The research focused on two fourth-grade male students. The data collection instrument included a rubric writing skills evaluation, sentence quantity evaluation, and an opinionnaire survey. Results indicated that the quality of basic writing skills (capitalization, punctuation, neatness, creativity, and sentence sense) showed an overall improvement when both students were exposed to music during writing assignments. Both students were immediately absorbed in the music and the calming effect helped them to ignore surrounding distractions, thus enabling them to focus on their writing assignments. Quantity of writing increased substantially in writing assignments with music, while writing assignments without music were regarded as chores to be accomplished as quickly as possible. Results of the study also indicated improved attitudes for both students, who indicated that their writing assignments were exciting when exposed to music during writing. (Contains 17 references.) (CR)

ED 427 492 EC 307 063

Engleman, Melissa D.
From Research to Practice: Training Teachers To Serve Low-Incidence Populations.
PUB DATE- 99

significant effect of instruction. Several factors could have contributed to these results: amount and nature of feedback, and inflation of unmarked forms in the data. (Author/MSE)

ED 427 512 FL 025 683

Loucky, John Paul
Suggestions for Improving ESL/EFL Vocabulary Instruction.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Software Evaluation; Costs; *English (Second Language); *Instructional Design; Instructional Effectiveness; Instructional Materials; *Media Selection; Second Language Instruction; Student Attitudes; *Vocabulary Development

Suggestions are offered for teaching vocabulary in English-as-a-Second-Language (ESL)/English-as-a-foreign-Language (EFL) instruction. Five components in vocabulary development are seen as crucial: meeting vocabulary for the first time; establishing previously-encountered vocabulary; enriching previously-met vocabulary; developing word-decoding and recognition skills; and developing fluency with known vocabulary. Each of these is elaborated upon, with examples drawn from experience with Japanese learners of English. A list of questions to be asked in evaluating computer software for vocabulary development is presented. Questions address such issues as cost, evidence of effectiveness, instructional level(s) and language skills targeted, volume and variety of activities or exercises, integration of communication skills and multiple sensory input (multimedia capabilities), means and speed of student evaluation, printing capabilities, access via local area network, and general student response to computer-assisted instruction. Desirable features of English vocabulary instruction are outlined briefly. A chart and a form for evaluating software are included. Contains 19 references. (MSE)

ED 427 513 FL 025 685

Kuntz, Patricia S.
Overseas Students of Arabic and Their Teachers: Issues in Program Implementation.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arabic; Beliefs; Comparative Analysis; Cultural Context; *Foreign Countries; Program Administration; Questionnaires; Second Language Learning; *Second Languages; *Student Attitudes; *Study Abroad; Surveys; Teacher Attitudes; *Teacher Student Relationship; Uncommonly Taught Languages
IDENTIFIERS- *Morocco; *Yemen

A study investigated beliefs about language learning held by American adult students of Arabic studying in two programs, one in Morocco and one in Yemen, and compared them with beliefs held by the teachers. Subjects were 44 students and 10 teachers from the Morocco program and 27 students and 7 teachers from the students, methods used to sensitize non-francophone students to francophone culture, and strategies in place for evaluating and improving linguistic competence. Results indicate that francophones constituted about one-third of the enrollees, and anglophones almost 60 percent. Francophones were more likely to attend French-medium or bilingual institutions, and anglophones were more likely to attend English-medium institutions. Only five institutions required students to participate in a French- language immersion program, and the programs ranged from three weeks to one year long. English-medium institutions were less likely to require a specific French language competency level than were bilingual or French-medium institutions, and qualifications of students enrolled reflect this difference. Findings on the evaluation of students' written and oral language competence (pre-qualifications, academic records, and entry and exit testing, types of language skill assessed) are also detailed. Contains 13 references. (MSE)

ED 427 533 FL 025 715

Wood, David
Video on Demand in TEFL: Education or Edutainment?
PUB DATE- 98
NOTE- 11p.; Paper presented at an Asian Language and Literacy Conference (Bangkok, Thailand, August 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; College Second Language Programs; Computer Assisted Instruction; Computer Uses in Education; Copyrights; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Instructional Materials; *Multimedia Instruction; Second Language Instruction; *Videotape Recordings
IDENTIFIERS- Japan; *Video on Demand

A discussion of the Video on Demand (VOD) system for classroom teaching of English-as-a-foreign-language (TEFL) outlines the system's current and potential use, and examines whether such an approach is educational or simply provides entertainment, and whether education and entertainment are compatible. The VOD system, pioneered in Japan, uses computer terminals in the classroom and other locations to provide instantaneous, digital access to an extensive collection of audio/video recordings. It is used in less than ten percent of Japanese universities, primarily private institutions, and in varied instructional environments; several applications and environments are described. Materials currently available and copyright issues are also reviewed. It is concluded that it is too early to assess VOD's use because it is still limited, that institutions considering its use must consider important issues such as cost and copyright restrictions and materials availability, that other technology-based teaching methods may be more cost-effective, and that attention must be given to the education vs. entertainment debate. Contains 4 references. (MSE)

ED 427 534 FL 025 716

Eckert, Douglas
Determining the Limits of English and Technology Transfer.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English

Development Guide.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Curriculum Development; Educational Needs; Evaluation Methods; Industry; Instructional Materials; Labor Force Development; Material Development; Needs Assessment; *Organizational Communication; Outreach Programs; Program Descriptions; Program Development; *School Business Relationship; Second Language Programs; Student Evaluation; *Vocational English (Second Language)
IDENTIFIERS- Wisconsin

The Southeastern Wisconsin Workplace Communication Project is a workplace English-as-a-Second-Language (ESL) resource and outreach program involving a partnership of businesses and adult educators in a rural area that has experienced an increase in new speakers of English in the manufacturing workforce. The guide provides workplace educators and administrators with information on a participatory approach to ESL programming and curriculum development. It consists of a case study of organizational language needs and services in a local business employing 700, about 65 percent of whose employees at one plant are non-native English-speakers. The four-step guide instructs the user to alternately read portions of the case study and follow directions to conduct an organizational needs assessment, implement participatory curriculum development for workplace ESL instruction, develop instructional materials, and conduct learner assessment. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 427 555 FL 801 283

Silc, Kathleen Flannery
Using the World Wide Web with Adult ESL Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Students; Class Activities; Classroom Techniques; *English (Second Language); Lesson Plans; Literacy Education; Second Language Instruction; Skill Development; *World Wide Web
IDENTIFIERS- ERIC Digests

This digest presents reasons for using World Wide Web activities in adult English-as-a-Second-Language (ESL) instruction. It addresses the issue of preparing learners to use the Web and suggests activities that focus on authentic learning experiences to enhance skills. Discussion is centered in skills developed through the World Wide Web, preparing learners for searching the World Wide Web, a procedure for a Web-based ESL lesson, and a sample lesson: 'Monitoring the Weather.' (Contains 8 references.) (Author/JL)

ED 427 556 FL 801 284

PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; *Courses; Departments; *Difficulty Level; Educational Policy; *Grade Inflation; Grade Point Average; *Grading; Higher Education; *Student Attitudes; Student Evaluation of Teacher Performance; Universities
IDENTIFIERS- *ASHE Annual Meeting

This study examined whether conditions affecting intellectual challenge and course difficulty experienced by students were associated with the severity of grading standards. A policy by a university academic unit that reduced the number of high grades awarded by one of its departments provided an opportunity to test a research-based prediction related to this issue. It was predicted that mean grades would fall while courses would deliver greater intellectual challenge to students. Data were obtained from university records of grade distributions and surveys of student evaluations of instruction related to course difficulty and course challenge. It was found that after the policy reducing the number of high grades awarded to students was implemented, mean grades fell significantly while ratings of course challenge and difficulty rose significantly in relation to other courses. The results supported the hypothesis that monitoring grades given by faculty members can create changes that increase both the perceived difficulty and the challenge of the course. (Contains 18 references, notes and 3 tables.) (MDM)

ED 427 576 HE 031 767

Ramirez, Jose-Luis
Outcomes of Teaching Improvement Programs for Faculty. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; Curriculum Design; Educational Attitudes; *Faculty Development; Foreign Countries; Higher Education; *Instructional Improvement; Program Effectiveness; Teacher Motivation; *Teacher Role; Teaching Methods
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes; *University of Sonora (Mexico)

This study explored the impact of teaching improvement programs on university faculty participants in Mexico, as well as the factors that have affected the success of these programs. A total of 80 professors from the University of Sonora in Hermosillo, Mexico, completed a questionnaire on current teaching practices. The group included 40 former participants in four selected teaching improvement programs and 40 nonparticipants. The former program participants also completed a questionnaire on their past teaching practices. Eight program participants and eight nonparticipants also completed in-depth

ED 427 594 HE 031 785

Aleman, Ana M. Martinez
Intentional Communities: Do They Foster Integration or Separation? ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; College Environment; College Students; *Ethnicity; *Females; *Friendship; Higher Education; Hispanic Americans; Racial Relations; Racial Segregation; Self Concept; Self Evaluation (Individuals); *Social Integration; Student Subcultures; Womens Education
IDENTIFIERS- African Americans; *ASHE Annual Meeting; *Intentional Communities; Latinas

This study examined how race and ethnicity inform college friendships of women of color and sought to determine how these two variables altered the learning characteristics of such relationships. The study, at a predominantly white college campus, found these relationships consistent with the sociological definition of intentional communities and also found that such friendship communities fostered both integration and separation, relationships which are interdependent and mutually associated for women of color. It suggested that women of color, unlike their white peers, judge pedagogy and classroom climate not by the barometer of gender but rather by the barometer of race and ethnicity. Of the 41 African-American, Asian-American, and Latinas in the study, 87 percent chose a primary female friend of the same race and/or ethnicity. They used female friendships to: (1) develop a positive ethnic and/or racial self-image, (2) to engage in noncombative and noneducative "race talk" as a respite from racial and/or ethnic hypersensitivity and hostility, (3) to give and receive academic encouragement and support, and (4) to develop a gendered understanding of self within their ethnic and/or racial identifies. The same sororial relationships were also used to separate in order to integrate to judge their integration into the larger campus community. (Contains 15 references.) (DB)

ED 427 595 HE 031 786

Howard-Hamilton, Mary F.; Ferguson, Angela D.
Women Students' Leadership Styles and Practices. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College Students; Ethnic Groups; *Females; Higher Education; *Leadership Styles; Leadership Training; Mentors; *Sex Role; Student Attitudes; Student Characteristics; *Student Development; Universities
IDENTIFIERS- *ASHE Annual Meeting; Bem Sex Role Inventory;

PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998). Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College Environment; College Students; *Cultural Pluralism; Diversity (Student); Higher Education; Politics; *Racial Attitudes; Racial Factors; *Racial Relations; Social Integration; *Student Attitudes; *Student Characteristics; White Students
IDENTIFIERS- *ASHE Annual Meeting; Astin (Alexander W); Midwest Colleges Study

This study used data from the Midwest Colleges Study to examine the personal characteristics and environmental features that affect the development of college students' attitudes toward diversity and race-based politics. Specifically, it evaluated how college students' demographic characteristics, precollege backgrounds, perceptions of discrimination, and college environment differentially affected these attitudes. Astin's Input-Environment-Output impact model was used as the study's framework. The study found that a few personal characteristics (parent educational level, gender, and attending a white high school) influenced student attitudes. However, environmental factors appeared to influence students attitudes to a greater extent. Students most supportive of diversity included black students who were involved on campus, white students who were members of organizations concerned with black issues, white students who lived on campus, and white students who did not have mostly white friends. In contrast, white students not involved on campus were most opposed to race-based policies such as affirmative action. Students, both black and white, who took a black studies course tended to be supportive of diversity. (Contains 41 references.) (DB)

ED 427 614 HE 031 864

Tedrow, Barbara; Rhoads, Robert A.
Senior Women Community College Administrators: Life in Higher Education's Inner Circle. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *Community Colleges; Leadership Qualities; *Leadership Styles; Organizational Climate; Self Concept; Self Evaluation (Individuals); Sex Discrimination; Two Year Colleges; *Women Administrators
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes

This qualitative study of community college women administrators explored patterns of women's leadership. The study group consisted of 30 women holding senior-level administrative positions at community colleges in the Midwest: 24 of the study group were white, 6 were African Americans. The study involved a review of the literature and in-depth interviews with each of the women. Interviews focused on how the women themselves viewed their leadership roles, the challenges they faced as

NOTE- 143p.; Published by the Nordic Forum for Research and Development in Craft and Design.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Craft Workers; *Creative Development; Creativity; *Culture; Early Childhood Education; Educational Research; Elementary Secondary Education; *Feminism; Foreign Countries; *Handicrafts; *Individual Development; Lifelong Learning; Perception; *Phenomenology; Technology Education
IDENTIFIERS- Cuba; Denmark; Finland; Norway; Phenomenography; *Sloyd Education

These nine articles deal with basic philosophical questions concerned with the general nature of sloyd or with the educational aspect of sloyd. (Sloyd, derived from a Swedish word, is an umbrella term for making or crafting things by hand.) They report research on cultural questions related to goals and contents, ranging from sociocultural reproduction to the subject's possibilities of giving modern man general technological competence. The articles are as follows: "Craft as Means of Developing the Modern Individual" (Seija Kojonkoski-Rannali); "New Approaches to Craft Research--Educational Address" (Minna Uotila); "Constructing Symbols of Norwegianness: How To Understand the Invisible in the Visible" (Jorunn Spord Borgen); "Rudiments of a Sloyd Pedagogy" (Mikkel Holmback); "Craft and Design (Sloyd)--Sociocultural Reproduction and New Creation" (Marlene Johannsson); "Sloyd Education and Phenomenography" (Mia Porko); "Technology Education in the Perspective of Finnish Sloyd" (Pasi Kankare); "Improving Sloyd through Reflective Practice in Early Childhood Education" (Ari Alamaki); and "Creativity in Cuban Teaching, Educacion Laboral: An Experimental Work" (Lazaro Moreno Herrera). (YLB)

ED 427 157 CE 077 739

Porko, Mia
Students' Conceptions of Sloyd in the Comprehensive School. An Attempt To Apply the Phenomenographic Method in Research on Sloyd Education. Report No. 2. Craft Education in the Cultural Struggle. Part V.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Craft Workers; Educational Research; Foreign Countries; Grade 3; *Handicrafts; *Perception; *Phenomenology; Primary Education; Research Methodology; *Student Attitudes
IDENTIFIERS- *Finland; *Sloyd Education

A study applied the phenomenographic method in sloyd educational research to determine students' conceptions of sloyd in the comprehensive school. Sloyd, derived from a Swedish word, is an umbrella term for making or crafting things by hand. The sloyd educational paradigm based on Lindfors' system model showed sloyd activity as a process that takes place in a network where all parts influence each other. Most research on sloyd education had focused on influences from the world of culture and nature. The phenomenographic research method explored people's conceptions of, not their opinions about, a phenomenon. Since children's drawings were used as research material, five theories on children's development in drawing were examined: personality, repetition, cognitive development, perceptual development, and cultural. Data collection consisted

Commonwealth of Pennsylvania Adult Education Section 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1997-1998.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Adult Basic Education; Adult Educators; *Adult Literacy; Competency Based Education; Cooperative Learning; Correctional Education; County Programs; *Demonstration Programs; Education Work Relationship; Educational Research; Educational Technology; English (Second Language); Flexible Progression; High School Equivalency Programs; Institutes (Training Programs); Integrated Curriculum; Lifelong Learning; *Literacy Education; Models; Needs Assessment; Newsletters; Open Education; Partnerships in Education; Professional Development; Rural Areas; Rural Education; School Holding Power; Social Support Groups; Special Needs Students; Staff Development; *State Programs; Teacher Improvement; Learning Communities; *Pennsylvania; Welfare to Work Programs; 353 Project
IDENTIFIERS- Learning Communities; *Pennsylvania; Welfare to Work Programs; 353 Project

This document contains project abstracts for 29 adult basic and literacy education (ABLE) demonstration programs that were conducted in Pennsylvania in 1997-1998 through grants funded under Section 353 of the Adult Education Act. Each abstract includes the following: project name, number, purpose, impact, outcomes, conclusions/recommendations, project continuation and/or future implications, product(s); project director, and descriptors. Among the project topics are the following: school-to-work for adults; adult educators in the workplace; alternate high school diploma program; adult practitioner excellence; intercommunication support in adult education; building communities for learning; relative effectiveness of open entry/open exit classes and closed entry classes that require attendance; cooperative learning staff development; English-as-a-second-language institute; promising ABLE practices; from jail to job; Pennsylvania Action Research Network; Pennsylvania Adult Literacy Practitioner Inquiry Network; preparing adult educators for a "work first" instructional model necessitated by welfare reform; promoting student retention through student support groups; rural co-options for lifelong learning implementation; a special needs survey; statewide staff development regarding adults with learning differences; success stories from ABLE; technology in adult school-to-work; transmission of data through technology; comprehensive welfare-to-work model for adult literacy providers; and Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter. (MN)

ED 427 177 CE 078 046

Implementing the Workforce Investment Act of 1998. A White Paper.
PUB DATE- 98
NOTE- 24p.; For a related document, see ED 425 334.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Agency Cooperation; *Agency Role; Delivery Systems; Education Work Relationship; *Educational Legislation; Educational Objectives;

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Cooperative Planning; Educational Cooperation; *Educational Research; Focus Groups; Information Networks; *Research Needs; *Teacher Attitudes; *Theory Practice Relationship

To obtain practitioner input on the research agenda for adult basic education (ABE), practitioner leaders from the Practitioner Dissemination and Research Network (PRDN) conducted nine focus groups with ABE practitioners in their states. The focus groups examined three topics: issues that concern practitioners in ABE; ways practitioners see their concerns being addressed by current and future research; and the PRDN's role. Overall, the practitioners in ABE were looking for answers and stepping stones to improve ABE practice. They expected research to address their concerns and were generally anxious to work with researchers in designing and conducting studies that address their concerns. The following were among the practitioner concerns identified: student recruitment, retention, and motivation; program and policy (program structure and funding); curriculum and instruction; assessment of student and program performance; "special" students' needs; staff issues and professional development; impact of ABE on students' lives outside the classroom; and ways of working with a variety of learners in one class. (Appended are the following: focus group protocol; tables detailing the focus group participants by state and number of affinity diagram items by state; questions for the research agenda; and categories of issues of concern to focus group participants.) (MN)

ED 427 194 CE 078 087

Rudd, Rima E.; Zacharia, Catherine; Daube, Katharine
Integrating Health and Literacy: Adult Educators' Experiences. NCSALL Reports #5.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Adult Programs; *Health Education; *Integrated Curriculum; *Literacy Education; Outcomes of Education; Program Effectiveness; State Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Massachusetts

The experiences of adult educators in Massachusetts who have integrated a health unit into adult literacy classes were examined in an exploratory study. Over a 5-year period, 31 adult learning centers in Massachusetts received funding to incorporate health topics into their adult literacy curriculum. A total of 31 teachers from 24 of the sites were interviewed about their health projects. More than half of the projects were integrated into programs of adult basic education or English for speakers of other languages. Most classes spent approximately 4 hours each week on their health project. Seven teachers reported having conducted health projects in their literacy classes during each of the past 4 years. Most participants were women. Twenty-six teachers addressed health

Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Basic Skills; *Education Work Relationship; Inservice Teacher Education; *Internship Programs; *Job Skills; *Literacy Education; Professional Development; *School Business Relationship
IDENTIFIERS- 353 Project

This document consists of a brief report and materials from a project that offered Pennsylvania adult education instructors internships in selected industries through the Educator in the Workplace initiative. The purpose of the project was to enhance the processes of curriculum, planning, and staff development with an intensive workplace initiative and start to infuse part-time staff with workplace competency needs. The report describes how three adult education staff members were assigned to jobs in industry for several weeks in the summer of 1997. Following their experiences, the staff revised and wrote curricula, held meetings, conducted inservice education for teachers, and worked to implement changes in the classroom. The bulk of the document consists of the following appendixes: educators' daily journals of their workplace experience; information on Center for Occupational Research and Development curriculum materials; calculator math lesson plan; licensed practical nurse lesson plan; writing assignments; and school-to-work partnership contacts.) (KC)

ED 427 212 CE 078 121

APEX: Adult Practitioner Excellence. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; *Awards; *Educational Quality; Excellence in Education; Literacy Education; *Professional Recognition; State Programs; Teacher Competencies; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Pennsylvania; 353 Project

Project APEX (Adult Practitioner Excellence) provided technical assistance to the Pennsylvania Department of Education in the development of a nominations form, procedures, and criteria for the new adult basic and literacy education (ABLE) practitioner excellence awards. It proposed a three-part nomination and selection system for determining excellence based upon the following: practitioner's statement of preparation and philosophy; administrators'/peers' evaluation of professional competence; and adult students' perception of ABLE practitioner's performance. A blue ribbon panel defined 67 criteria of adult teacher excellence in the areas of adult learning theory, instructional expertise, professional development, and community resources. The panel also ratified a format for the APEX nomination form comprised of three parts: a

Education; Pacing; *Program Effectiveness; Questionnaires; Safety Education; Service Learning; Time Management; Work Experience Programs; Workshops
IDENTIFIERS- *Pennsylvania (Lancaster County); 353 Project

This document contains materials about and from the School-to-Work for Lancaster County Adults program. This program was a special demonstration project designed to develop a school-to-work (STW) model for adult learners. In an alternative high school setting, the program combined academic instruction, career exploration and planning, and employment skill development through a mix of work-based and service learning. The final project report details how 18 of the 24 students enrolled in the high school-level STW program, which was altered to "front load" the STW and service learning experiences included in the program and which featured an open-entry/open-exit design based on self-paced, competency-based learning. Appendixes constituting approximately 90% of the document contain the following: follow-up survey for noncompleters; STW self-paced materials (progress form, learning activities, student handouts, and core skills list for lessons on communication skills, personal appearance and presentation, human relations skills, code of conduct at work, time management and organizational skills, safety, general computer and equipment skills, and career exploration and awareness); service learning group workshop materials; service learning service site materials; and materials from a career development conference presentation, "School-to-Work Strategies for the Adult Learner" (Diane Tyson, Rhonda Rumbaugh). (MN)

ED 427 230 CE 078 141

Cooper, Richard
Statewide Staff Development Project: Adults with Learning Differences. Final Report 1997/98.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 30p.; For the initial "Statewide Staff Development Project" report, see ED 419 117.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Learning Disabilities; Program Development; Program Implementation; *Staff Development; *State Programs; Teaching Metnods; Workshops
IDENTIFIERS- Pennsylvania; 353 Project

A project was conducted to continue to provide adult educators in Pennsylvania with information about adults with learning differences and techniques for their instruction. Five new training sessions were developed as part of the project: (1) accommodating adults with learning disabilities; (2) if they think differently, shouldn't they study differently; (3) designing programs to meet the needs of adults who learn differently; (4) improving reading comprehension; and (5) vocabulary development. A variety of methods were used in the staff development. During the project, more than 200 adult educators who did not participate in the previous projects received training, and more than 250 additional adult educators who had attended previous training attended advanced training during the project year. A learning disabilities newsletter was developed and disseminated to adult educators throughout the state. (Appendixes include samples of the project newsletter, and training opportunities available under W-2 calls for strengthening support for continuing education and lifelong learning and emphasizing the following: available education and training opportunities, the importance of earning a high school diploma or its equivalent; and the need for W-2 agencies to forge broad-based partnerships with employers, education and training providers, and all available funding sources. (MN)

ED 427 248 CE 078 183

Phelps, L. Allen; Jin, Misug
Wisconsin Youth Apprenticeship Employer Survey, 1997.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Education Work Relationship; Educational Improvement; *Employer Attitudes; Program Effectiveness; Program Improvement; Questionnaires; *State Programs; State Surveys; *Youth Employment
IDENTIFIERS- *Wisconsin

Employer attitudes toward Wisconsin's Youth Apprenticeship Program were examined through a survey that was sent to 260 of the 733 employers involved in the Youth Apprenticeship Program in 1996-1997. Of those employers, 149 (57.3%) returned usable replies. Overall, the employers were very pleased with the Youth Apprenticeship Program's design and operation. Although small firms (with fewer than 20 employees) constitute more than 80% of businesses in Wisconsin, only 28% of youth apprentices were working in small firms. Local schools and coordinators employed by the schools were employers' primary sources of information about the Youth Apprenticeship Program. The youth apprenticeship employers generally supported the three proposed changes in the program's design (allowing summer work hours, condensing the program, reducing core competencies). The Youth Apprenticeship Program won high praise because it provides a variety of social and economic benefits for firms and their employees. Suggestions for improving the program included the following: changing the competencies to meet individual firms' needs; recruiting better/more students; providing more training and support for mentors; and improving coordination with schools. (Eleven figures are included. Appended are the following: survey instrument and summary data; employers' suggestions for improving the Youth Apprenticeship Program.) (MN)

ED 427 249 CE 078 186

Guerriero, Janice M.; Allen, Robert Glenn
Key Questions in Career Counseling. Techniques To Deliver Effective Career Counseling Services.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Counseling; *Career Education; *Career Guidance; Career Planning; Check Lists; Counseling Services; *Counseling Techniques; *Counselor Client Relationship; Decision Making; *Delivery Systems; Evaluation Methods; Guidelines; Models; Postsecondary Education; Questionnaires; Records (Forms); Resource Materials; Secondary Education; Strategic Planning

primary responsibility of addressing problems of fear and disorder; teachers acted as facilitators and resources along with the police resource officer. Implemented in the 1993-94 school year, the program described not only reduced crime but taught students valuable skills for life. Chapters include (1) "Crime in Our Schools"; (2) "The Police Response to School Crime"; (3) "The Charlotte School Safety Program"; (4) "Evaluating the Impact: The Research Design"; (5) "Constructing a Problem-Solving Model for Schools"; (6) "Effecting Change for School Safety"; (7) "What Works? Measuring the Impact on Students"; (8) "What Works? Crime, Fear and Teacher Satisfaction"; (9) "Comparing the Options: Modeling Responses to School Crime and Disorder." Presentations from the principal and the police resource officer to the junior class are appended along with information about the Police Executive Research Forum. (EMK)

ED 427 266 CG 029 044

Ekert, Michael; Wang, Aimin
The Impact of Curriculum Change on Students' Learning and Their Career Preference.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Earth Science; High School Students; Secondary Education; *Secondary School Science
IDENTIFIERS- Ohio

The impact of curriculum change on student career preference was examined; specifically, the influence of the courses students take in geology or earth science in middle school or junior high on their career preferences was investigated. A sample of 545 high school students (average age = 16.74 years) was surveyed. A survey instrument with questions about students' eighth grade science classes was distributed in regularly scheduled high school classes. Desire to choose earth sciences as a college major was analyzed in relation to the presence of geology in the eighth grade science curriculum. Results indicated that those students who had not been in the primarily based geological class were significantly less likely to pursue a career in geological science after high school, and those who had had a fundamentally geological course curriculum were significantly more likely to choose earth science or geology as their major after high school. Rural students were less likely to choose geology than other students. The relationship of income was also examined. To meet the predicted 14% increase in job market in the next decade, suggestions about how to increase the number of students entering the field of geological sciences is discussed. The survey instrument and consent form are appended. (Author/EMK)

ED 427 267 CG 029 045

Wessel, Laura Elizabeth
Career Counseling for Gifted Students: Literature Review and Critique.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)

for at-risk and culturally diverse student populations, this book assists preservice and inservice teachers in enriching the learning and reading skills of all children. It promotes the integration of phonics and literature-based process writing and reading instruction for a more balanced approach. The book helps all children engage in meaning-centered reading by showing teachers how to foster powerful decoding and comprehension strategies. Chapters include the following: (1) The Problem and Some Failed Solutions; (2) Reading and Writing Real "Things"; (3) Guiding Children's Reading/Thinking; (4) Guiding Children's Writing/Thinking; (5) Developing Decoding and Spelling Fluency; (6) Science and Social Studies Matter to Struggling Readers; (7) Extra Support for Students Who Need It Most; (8) A Day in a Literate Home Simulation Kindergarten; (9) A Day in a Four-Blocks Primary Classroom; (10) A Week in an Integrated Intermediate Classroom; and (11) Beyond the Classroom: Things Worth Fighting For. (Contains a 59-item list of further readings.) (RS)

ED 427 287 CS 013 412

Davis, Deborah; Lewis, Jan Patricia
Consejos para los Padres Sobre la Lectura: Informacion e Ideas para Ayudar a los Ninos Desde la Infancia Hasta Octavo Grado a Tener Exito en la Lectura (Tips for Parents about Reading: Information and Ideas for Helping Children through Grade Eight Succeed with Reading).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 31p.; For English version, see ED 412 525.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Developmental Stages; Elementary Education; Language Acquisition; *Parent Student Relationship; Preschool Education; *Reading Improvement; *Reading Processes
IDENTIFIERS- *Trade Books

Noting that all parents want the best school experience for their children, this booklet, in Spanish, gives parents some ideas about what to expect at different ages and stages of reading development, suggestions for what parents can do at home, and a list of favorite books parents can find in most libraries for parents and children to read. Sections of the booklet discuss three important things parents should keep in mind, reading as language, reading as learning language, and 13 "understandings" about reading. The booklet then discusses what to expect at various stages of development: infants and toddlers, pre-K through first graders, second and third graders, fourth and fifth graders, and sixth through eighth graders. In addition to what to expect at each of these levels, the booklet lists things parents can do and some favorite children's books. Contains 14 resources for parents and 15 references. Also listed are 23 more books that kids love. (RS)

ED 427 288 CS 013 413

Michaels, Judith Rowe
Risking Intensity: Reading and Writing Poetry with High School Students.

PUB DATE- 99
NOTE- 43p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Grade 4; Grade 5; *Independent Reading; *Instructional Effectiveness; Intermediate Grades; *Reading Aloud to Others; *Reading Attitudes; *Reading Motivation; Reading Research; Research Needs; *Student Attitudes

The purpose of this study was to determine if reading aloud to children regularly would have an effect on their motivation and desire to read independently. Subjects, 100 fourth and fifth grade students in Wayne, New Jersey, participated in the study. One fourth and one fifth grade class were read to on a daily basis for 30 minutes. The second fourth and fifth grade classes read independently in their free time if they chose to do so. A pretest and posttest were given using the Estes Scale to Measure Attitudes toward Reading. The school librarian kept a running record of all four classes, indicating by classroom the amount of books that were taken out per class. The results indicated that reading aloud to fourth and fifth grade students does result in a positive change in their attitudes toward reading, and motivated them to take out books independently. This study spanned a fairly short period of time; a longer study could reexamine the hypothesis. Admittedly, reading aloud to students will not solve all the problems, but it may be one of the most important steps toward creating a positive attitude and motivation toward reading. (Contains 68 references and 3 tables of data; the survey instrument is attached.) (Author/RS)

ED 427 309 CS 013 439

Fiore, Elaine
Gender Study of Reading among Suburban Catholic School Students, Parents and Teachers.
PUB DATE- 99
NOTE- 36p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; Elementary Education; Elementary School Students; Grade 2; Grade 4; *Parent Attitudes; Questionnaires; *Reading Attitudes; *Sex Differences; *Student Attitudes; *Teacher Attitudes

This study examined gender differences in reading attitudes among second and fourth grade students, their parents, and teachers. The hypothesis was that reading is viewed as a predominantly female activity by students. The subjects were 34 second grade boys, 23 second grade girls, 28 fourth grade boys and 30 fourth grade girls from a middle income, suburban Catholic school in New York. Students completed a reading attitude survey that was modified from the Pottorff, Phelps-Zientarski and Skovera study in 1996. In addition, the parents and four teachers were given the same survey. The parents and teachers were also given two separate surveys developed especially for this study. Results indicated that the majority of students viewed reading as an activity for both boys and girls. These findings negate the hypothesis that reading is viewed as a mostly feminine activity by the students. A majority of the parents viewed reading as an activity for girls and a majority of the teachers viewed reading as an activity for both boys and girls. (Contains 25 references and 6 tables of data; appendixes contain 5 survey

Association/National Council of Teachers of English Standards for the English Language Arts is attached. (RS)

ED 427 332 CS 216 599

Mallow, Frances; Patterson, Leslie
Framing Literacy: Teaching/Learning in K-8 Classrooms.
PUB DATE- 99
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Education; English (Second Language); Evaluation Methods; *Literacy; *Reading Instruction; *Student Evaluation; Workshops; *Writing Instruction
IDENTIFIERS- *Responsive Teaching

Suggesting that teachers combine moments of action, theory-building, inquiry, and planning as they respond to students' needs, this book addresses responsive teaching/learning, informed action, theory building, inquiry, and planning in the context of literacy instruction. Chapters in the book are: (1) Teaching/Learning and Literacy; (2) Developing Literacy in English as a Second Language in Kindergarten; (3) Reading/Writing Workshop in Fourth Grade; (4) Beliefs and Principles to Frame Literacy; (5) Emergent, Fluent, and Flexible Literacy Development; (6) Matching Assessment to Instructional Options; (7) Framing Responses to Individual Learners; (8) Assessment Options; (9) Instructional Options; (10) Living Literacy: Engaging Students in Reading and Writing; (11) Teaching and Telling: Planning Explicit Literacy Instruction; and (12) Framing Windows of Opportunity: Grouping for Responsive Teaching. Contains approximately 275 references; 26 appendixes that present story maps, charts, guides, and examples are attached. (RS)

ED 427 333 CS 216 600

Zuengler, Jane; Ford, Cecilia; Fassnacht, Chris
Analyst Eyes and Camera Eyes: Theoretical and Technological Considerations in "Seeing" the Details of Classroom Interaction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Data Collection; High Schools; *Language Role; Longitudinal Studies; *Research Methodology
IDENTIFIERS- Academic Discourse Communities; Theoretical Orientation

The Project on Academic Language Socialization (PALS) investigated, in a longitudinal study, the process by which urban high school students are socialized into subject matter discourse. Specifically, the PALS project examined language forms and discourse patterns that both occur in and constitute the process of teaching and learning in high school subject matter courses. This paper reports that the particular technology of data collection being used in the classroom has a strong effect on what is "seen"--and therefore collected--in more demands upon human and financial resources. Therefore, those making the decisions about what and how to assess various factors must make informed, ethical, and responsible decisions. To that end, this paper provides a discussion of relevant validity and reliability issues related to the selection of assessment instruments and also provides a checklist for individuals responsible for the development and/or selection of those instruments. (Contains a table of data and 19 references.) (CR)

ED 427 353 CS 509 985

Cecil, Donald; Koester, Susan H.
Reversing a Century's Damage: Undoing Harvard's Legacy of Separate Courses for Freshman Speaking and Writing.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Freshman Composition; Higher Education; *Instructional Innovation; Integrated Curriculum; Learning Strategies; Public Speaking; Rhetoric; *Speech Instruction; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Speaking Writing Relationship; University of Alaska Southeast

This paper asserts that by removing speech and rhetoric from the "English" department and making composition a stepchild of literature, Harvard and Johns Hopkins Universities ultimately made it much more difficult for writing instructors today to capitalize on the strong physical underpinnings that speech and rhetoric provide to writing. Writing students gain much of their knowledge about writing in speech class, largely through their ears rather than solely through their eyes and intellect. The problem of student writers being removed from a significant audience could be substantially reduced if introductory speaking and writing courses were combined. At a University of Alaska campus, a two-year pilot course was developed which melded first semester freshman writing with the basic oral communication course. This evolved into a nine-credit year-long communication block with the freshman writing course integrated with the first half of the speech class during fall semester and the second writing course integrated with the remainder of the interpersonal/small group communication/public speaking course during the spring semester. Both have met with success. (Contains 26 references; appendixes contain a memorandum describing the course, a course syllabus, 2 course outlines, and a sample student information sheet.) (CR)

ED 427 354 CS 509 986

Holm, Todd T.
Forensics as a Cult: Lessons To Be Learned. Fitting the Criteria: Individual Events.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English

discourse communities in which they write. (Contains 16 references.) (NKA)

ED 427 374 CS 510 010

Jensen, Gina L.
The Lessons We Teach: The Critics' Taxonomy for Effective Oral Interpretation.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Higher Education; *Judges; *Oral Interpretation
IDENTIFIERS- *BALLOTS; Debate Coaches; Debate Delivery; *Individual Events (Forensics); Oral Presentations; Student Performances

Of the many things which are important to a student's performance, the ballot determines who advances in forensics competition and, ideally, offers a rationale for why some are successful and others are not. This paper aims to lay out guidelines for inexperienced judges and new coaches in writing a proper oral interpretation ballot. The paper also looks at past studies to see what other scholars have discovered in terms of oral interpretation adjudication. It offers a judge's taxonomy for oral interpretation, contending that there are five areas that a judge should pay attention to on the ballot: literature, physical delivery, characterization, vocalization, and technique. (Contains 13 references.) (NKA)

ED 427 375 CS 510 011

Jensen, Scott
It Ain't All That Bad: The Parliamentary Format as a Viable Debate Alternative for Forensic Laboratories.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Parliamentary Procedures; Program Improvement; Skill Development; *Student Participation
IDENTIFIERS- Cross Examination Debate Association; Debate Tournaments; National Debate Tournament; *National Parliamentary Debate Association

This paper argues that parliamentary debate provides a meaningful alternative for programs looking to offer debate components in their mission. The most important assumption in the paper is that comprehensive programs are valuable educational laboratories and require debate activities as part of their comprehensiveness; in fact, the comprehensive approach to forensics seems to be the best fit within the laboratory have dealt with other questions such as the quality of facilities or special-education funding. The issues of what constitutes an adequate educational system and how it is defined continue to be the main battleground for distinguishing constitutional from unconstitutional systems. An appendix offers a state-by-state summary of school-litigation cases. (RJM)

ED 427 395   EA 029 595

Larson, Colleen
Judicious Discipline.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual China-U.S. Conference on Education (2nd, Beijing, China, July 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Discipline; *Discipline Policy; Educational Environment; Elementary Secondary Education; *Models; Student Responsibility; *Student Rights
IDENTIFIERS- Bill of Rights; Judicious Discipline

Judicious Discipline is a discipline model based on a synthesis of professional ethics, good educational practice, and students' constitutional rights. This paper provides an overview of Judicious Discipline in the schools. Many educators who have familiarized themselves with the concepts of Judicious Discipline begin with a discussion of students rights. Educators then develop rules together based on student responsibilities flowing from those rights and discuss with students the process of how things will be handled when students act irresponsibly. In these democratic classrooms, responsibility flows from a principled level of thinking where students learn to balance their individual freedoms with the interests of the school community. Subsequently, students learn their constitutional rights, especially those granted by the 1st, 4th, and 14th Amendments. Students also learn that offsetting these rights are the states' interest of property loss and damage, legitimate educational purpose, health and safety, and serious disruptions of the educational process. Teachers who practice Judicious Discipline develop class rules based on these compelling state interests, which are reinforced in part by judicious consequences that follow rules violations. Judicious Discipline presents student misbehavior as learning opportunities, providing them a code of ethics, but recognizing that some students who are unstable will probably not benefit from this approach. (RJM)

ED 427 396   EA 029 597

Agado, Gloria Ale; Ovando, Martha N.
Enhancing Student Performance through Staff Development in Successful Border Schools.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 30-November 1, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Improvement; Elementary Secondary Education; Faculty Development;

and responsibilities of partners in education; education property taxes; opportunities for choice in education, such as private schools, charter schools, Francophone schools, alternative programs, home education, blended programs, and virtual programs; enrollment requirements for out-of-province students; a solid foundation in school programs, including basic K-12 programs, language and art programs, and students with special needs programs; strategies to prepare students for the future; expectations in reaching high standards; and how to ensure quality teaching. (RJM)

ED 427 414 EA 029 651

Marsh, David D., Ed.
Preparing Our Schools for the 21st Century. 1999 ASCD Yearbook.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Change Strategies; Citizenship Education; Educational Change; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Futures (Of Society); School Role

This yearbook offers a view of the key elements of schooling in the 21st century, outlining the nature of the change process that will be needed to create such schools. These key elements are drawn from the experience of educational reform in several countries and reflect a growing consensus about which elements will help all schools achieve both excellence and equity in student performance. Following an introduction by David D. Marsh, the yearbook is divided into three sections. Section 1, "New Directions for our Schools--Trends and Issues," contains the following essays: "Getting to the Heart of the Matter: Education in the 21st Century" (D. Eastin); "Education and the Demands of Democracy in the Next Millennium" (M. Tucker and J. Codding); "Education for the Public Good: Strategic Intentions for the 21st Century" (B. Caldwell); "Rethinking Civic Education for the 21st Century" (T. Clark); and "Diversity and Education for the 21st Century" (B. Williams). Section 2, "Creating a New Era--Educational Reform for the 21st Century," contains the following essays: "The Role of Standards in Educational Reform for the 21st Century" (P. Hill and C. Crevola); "Making Better Use of Resources for Educational Reform" (A. Odden); "Leadership in the 21st Century: Using Feedback To Maintain Focus and Direction" (S. King); and "Life Inside a School: Implications for Reform in the 21st Century" (M. Marsh). Section 3 contains one essay: "Using the Year 2000 in Schools: Celebrating, Synthesizing, and Reflecting" (P. Pearson). (RJM)

ED 427 415 EA 029 653

Kochan, Frances K.; Reed, Cynthia J.; Twale, Darla J.; Jones, Virginia C.
Restructuring an Educational Leadership Program: A Journey from Organization to Community.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English

been delegated the responsibility to provide for the safety and well-being of students. Even so, informed decision-making remains paramount in conducting student searches and practical considerations for school personnel are presented. (Contains 21 references.) (RJM)

ED 427 433 EA 029 684

Alexander, Debbie; Heaviside, Sheila; Farris, Elizabeth
Status of Education Reform in Public Elementary and Secondary Schools: Teachers' Perspectives. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 94p.; For related report, see ED 419 299.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Change; Educational Improvement; Elementary Secondary Education; *National Surveys; *Public Schools; Questionnaires; *Teacher Attitudes; Teacher Expectations of Students
IDENTIFIERS- Public School Survey on Education Reform; Public School Teacher Survey on Education Reform

This volume examines education-reform efforts in U.S. public schools. The report, which focuses on higher standards for student achievement, is based on two nation-wide studies: the Public School Teacher Survey on Education Reform and the Public School Survey on Education Reform. The survey included questions on teachers' understanding of higher standards for student achievement; how prepared teachers feel to set or apply new higher standards of achievement for their students; and the extent to which teachers are implementing reform activities. Survey findings are presented throughout the report in aggregates for all schools; where significant differences were found, they are presented by school characteristics. Among the findings, 42 percent of elementary and secondary public school teachers reported understanding the concept of new higher standards for student achievement very well, and 35 percent said they felt very well equipped to set or apply new higher standards for their students; two activities associated with education reform were frequently cited by teachers as being incorporated into their classes to a great extent; and instructional strategies were aligned with high standards to help all students succeed. Three appendices present the survey methodology, reference and standard error tables, and the survey form. (RJM)

ED 427 434 EA 029 685

Steineger, Melissa
Prevenir y Combatir El Acoso en La Escuela: Guia de Recursoso para Educadores de los Grados "K" al Grado "12" (Preventing and Countering School-Based Harassment: A Resource Guide for K-12 Educators).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 60p.; For the English-language version, see ED 420 113.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Participation; Self Advocacy; Self Determination; *Student Participation; *Transitional Programs; Vocational Education
IDENTIFIERS- Individuals with Disabilities Education Act

This paper synthesizes literature which relates to the successful transition of students with learning disabilities upon leaving high school. The first section defines transition and analyzes the components of transition as outlined by the Individuals with Disabilities Education Act. The second section reviews issues related to students with learning disabilities when transitioning from high school to post-secondary education institutions, and how to properly prepare these individuals. Transition from high school to work is addressed in the third section. This section illustrates the need for vocational education as a part of the transition process in the employment domain. The final section reviews best practices to ensure successful transition to post-secondary activities. It emphasizes the need for student-centered activities, participation of students and parents in the transition planning process, self-determination, the development of self-advocacy skills, life skills training, coordination of transition services, and community transition teams. Suggestions are provided for parents of students with learning disabilities who are in the transition planning process, including knowing the school's approach to transitional planning, keeping accurate and up-to-date records of the students, knowing personal and legal rights, reinforcing students' preparation for transition, and keeping the line of communication open with other members and agencies of the transition planning team. (Contains 24 references.) (CR)

ED 427 453 EC 307 022

Schrag, Judy A.
Inputs and Processes in Education: A Background Paper. Final Report Deliverable #1-2.2b.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 55p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Attitudes; Change Strategies; Class Size; Community Involvement; Curriculum Design; Educational Assessment; *Educational Environment; Educational Facilities; Educational Technology; Elementary Secondary Education; Family Involvement; Grouping (Instructional Purposes); *Input Output Analysis; Leadership; *Outcomes of Education; Parent Participation; *Performance Factors; Professional Development; Scheduling; School Administration; School Based Management; School Culture; School Districts; School Organization; School Safety; School Size; State Agencies; Teaching Methods; Time Factors (Learning)

This background paper is a result of a literature review conducted under Project FORUM that identifies research-based inputs and processes related to student outcomes. It was intended to provide background information for the participants attending the Wingspread Conference on Inputs and Processes in October, 1998. In addition, the report is designed to assist state and local education agencies identify independent variables that should be the focus of systems change in order to positively impact student outcomes. Information is provided regarding selected research findings and information about state practices related to the following educational input is identified in the IEP for a student if outside funding is not available. (Contains 11 references.) (CR)

ED 427 472 EC 307 042

LaPlante, Mitchell P.; Kennedy, Jae; Kaye, H. Stephen; Wenger, Barbara L.
Disability and Employment. Disability Statistics Abstract Number 11.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Age Differences; Blacks; *Disabilities; *Employment Patterns; Employment Potential; Employment Statistics; *Income; *Labor Force Nonparticipants; Low Income Groups; *Racial Differences; *Underemployment; Vocational Rehabilitation
IDENTIFIERS- Social Security Disability Insurance; Supplemental Security Income Program

This statistical abstract summarizes recent data on the relationship between disability and employment. The statistics come from the Current Population Survey, the Census Bureau's Survey of Income and Program Participation, a poll of 1,000 Americans with disabilities, and administrative data on recipients of Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI). Findings indicate: (1) prevalence rates for work disability increase markedly with age, and rates are substantially higher for African Americans; (2) there is a 13.4 percent unemployment rate for the 5.4 million labor force participants with work disabilities; (3) only 27.8 percent of working-age people with work disabilities have jobs compared to 76.3 percent of those without disabilities; (4) of working-age people with disabilities who have no jobs, 42 percent report that they would be able to work if suitable employment could be found; (5) 30 percent of people with work disabilities live below the poverty level; (6) working people with work disabilities earn only 63.6 percent as much as those without disabilities; and (7) the number of working-age people receiving either SSDI or SSI checks has increased 50 percent since 1982. The need for vocational rehabilitation, along with education and skills training, is stressed. (CR)

ED 427 473 EC 307 043

Garland, Corinne W.; Frank, Adrienne
Trans/Team Outreach: An In-Service Model Replication Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; *Disabilities; Early Childhood Education; *Early Intervention; *Family Involvement; Family Programs; *Inservice Education;

NOTE- 32p.; Paper presented at the MRDD Conference (February 5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; *Inservice Teacher Education; *Low Incidence Disabilities; Rural Areas; *Special Education Teachers; Staff Development; Student Financial Aid; Teacher Aides; *Teacher Certification; Teacher Education; *Teacher Education Programs
IDENTIFIERS- North Carolina

This paper describes a project in North Carolina which has prepared more than 45 qualified individuals to serve students with low-incidence disabilities over the last five years. An additional 75 persons are currently scholars in the training program, and it is anticipated that more than 120 persons will complete the program by June of 2000. This paper describes the project's beginnings and the unique features of the program which came directly out of local and regional needs. The Training Challenge-North Carolina Project (TRAC-NC1) began by selecting four model school sites where intensive in-service training was given. Teachers and aides at the sites were given different resources, including materials, on-site training, course, technical assistance, and travel to conferences. A recruiting strategy was put into place that would attract students who were already working in schools but were uncertified or under certified. These students received full tuition stipends throughout a masters degree program in special education. Of the 45 stipend recipients who completed the program, at least 42 are currently serving students with low-incidence disabilities. The use of distance learning strategies during training is discussed. (CR)

ED 427 493 EC 307 064

Prewitt Diaz, Joseph O.
Assessment, Identification and Placement of Second Language Learners: The Chester Upland School District Model. Neumann College Occasional Papers in Education #38.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Planning; Elementary Secondary Education; English (Second Language); Evaluation Methods; Individualized Education Programs; *Language Minorities; *Minority Groups; *Second Language Learning; *Student Evaluation; *Student Placement

This paper presents a procedure for the assessment, identification, and placement of second language learners in the Chester Upland School District in Pennsylvania. The second language learner educational program is designed to: (1) make instructional use of both English and the student's native language; (2) enable second language learners to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, so as to meet age appropriate grade promotion and graduation standards in concert with the National Education Goals; (3) develop the native language skills of second language learners; and (4) include the participation of English-proficient the Yemen program. Subjects were surveyed on the first day of classes, before placement tests were conducted. Some demographic differences were found in the two program populations. Survey questions concerned language learning strategies and patterns, personal motivation for language learning, language aptitude, and the nature of language learning. Results indicate that the student and teachers did hold differing beliefs about language learning. Implications for classroom instruction, curriculum design, and evaluation are explored. The questionnaire is appended. Contains 39 references. (MSE)

ED 427 514 FL 025 686

Kuntz, Patricia S.
Secondary Students' Beliefs about Language Learning.
PUB DATE- 99
NOTE- 52p.; Expanded version of a paper presented at the Conference on Foreign Languages and Literatures (Youngstown, OH, October 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Comparative Analysis; French; German; *Language Attitudes; Latin; *Learning Processes; Questionnaires; *Second Language Learning; Second Languages; Secondary Education; *Secondary School Students; Spanish; *Student Attitudes; Surveys

This study investigated the beliefs about language learning held by secondary school students of French, German, Latin, and Spanish at five levels of instruction. Subjects were 447 students aged 11-18 years. Survey questions concerned language learning strategies and patterns, personal motivation for language learning, language aptitude, and the nature of language learning. Results are reported separately for each language group and in the aggregate, and are reported for major areas of agreement and major areas of disagreement, as well as areas in which language groups' responses differed somewhat. Overall, results indicate that students' beliefs about language learning do change somewhat over the course of their language learning experience, and that some differences exist between language groups. Implications for instruction are discussed briefly. The questionnaire is appended. Contains 19 references. (MSE)

ED 427 515 FL 025 687

Carpenter, Mark, Ed.; Koike, Dale April, Ed.
Linguistic Perspectives from Spanish Second Language Acquisition.
PUB DATE- 98
NOTE- 177p.; For individual articles, see FL 025 688-696.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Students; Auditory Perception; Bilingual Education; Bilingual Teachers; Determiners (Languages); Discourse Analysis; *Grammar; Language Patterns; *Language Proficiency; Language Research; Language Tests; Language Usage; Multimedia Instruction; Oral Language; *Phonology; Second Language Learning; *Second Languages; *Spanish; Student Evaluation; Teacher Qualifications; Testing; *Time Factors (Learning); Verbs

Papers reporting research on Spanish second language learning

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English; Foreign Countries; *International Cooperation; *Language Role; *Political Influences; *Public Policy; Technological Advancement; *Technology Transfer; Trend Analysis
IDENTIFIERS- *North American Free Trade Agreement

A study investigated the role of language in facilitating technology transfer, particularly across international borders. It examined whether language has an effect on the technology transfer process or the politics associated with it when participating countries lack a common language, and whether the English language plays a special role in facilitating transfer. The study was limited to three countries participating in the North American Free Trade Agreement (NAFTA): the United States; Canada; and Mexico. For the three countries, a technology policy, specific area of technology, and the official language were identified and their interrelationships analyzed. It is concluded that there is a direct connection between English language use and technology transfer, one closely tied to socio-political orientation. Potential for changing this situation is considered, and areas for further research are noted. Contains 76 references. (MSE)

ED 427 535 FL 025 718

Gettys, Serafima
A Model for Applying Lexical Approach in Teaching Russian Grammar.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL) (San Francisco, CA, December 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cognitive Psychology; *Grammar; Higher Education; Interlanguage; Linguistic Theory; *Russian; Second Language Instruction; *Second Languages; *Transfer of Training; *Vocabulary Development

The lexical approach to teaching Russian grammar is explained, an instructional sequence is outlined, and a classroom study testing the effectiveness of the approach is reported. The lexical approach draws on research on cognitive psychology, second language acquisition theory, and research on learner language. Its bases in research and its principles are reviewed, and a sample instructional sequence designed to balance lexicon and grammar in Russian instruction is presented. In it, grammar is treated as part of the properties of the lexical items in question, the operation and native-language translations in the learner's mind is accepted as a psychological reality of language processing, and the main operational unit in teaching and learning is a phrase rather than a sentence. The six-stage approach includes: selecting and organizing appropriate material; identifying potential problems the student might experience in dealing with a specific target-language word, in relation to his native language; explaining and modeling new patterns; helping students learn from examples; use of pre-production exercises; and student production. A classroom experiment with 34 college-level Russian students found the approach to be effective in developing students' accuracy and fluency in the use of new

Moss, Donna; Van Duzer, Carol
Project-Based Learning for Adult English Language Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adults; *English (Second Language); Language Proficiency; Second Language Instruction; Second Language Learning; *Student Projects; *Teaching Methods
IDENTIFIERS- ERIC Digests

Project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. For example, learners may research adult education resources in their community and create a handbook to share with other language learners in their program, or they might interview local employers and then create a bar graph mapping the employers responses to questions about qualities they look for in employees. This digest provides a rationale for using project-based learning with adult English language learners, describes the process, and gives examples of how the staff of an adult English-as-a-Second-Language program have used project-based learning with adult learners at varying levels of English proficiency. (Author/JL)

ED 427 557 FL 801 285

Smallwood, Betty Ansin
Using Multicultural Children's Literature in Adult ESL Classes. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Students; *Childrens Literature; *Classroom Techniques; *Cultural Pluralism; *English (Second Language); *Instructional Materials; Language Proficiency; Second Language Instruction
IDENTIFIERS- ERIC Digests; *Multicultural Literature

This digest focuses on the use of children's literature in adult English-as-a-Second-Language (ESL) instruction. Because high quality children's literature is characterized by an economy of words, stunning illustrations, captivating and quickly moving plots, and universal themes, carefully chosen books can offer educational benefits for adult ESL learners. Separate sections of the digest highlight the following: book selection criteria, literature-based teaching strategies, and extension activities. Also included is an annotated book list for five English proficiency levels. (Author/JL)

ED 427 558 FL 801 292

Croydon, Alysan; Wilkes, Sue

interviews and were observed in classroom situations. It was found that the teaching improvement programs had a moderate positive impact on former participants in four areas: conceptualization and self-awareness about teaching and teaching roles; motivations to become better professors; perceptions of the importance of pedagogical faculty development; and course design abilities. The impact was found to be hindered by the context as to where the programs and teaching took place, by limitations within the teaching improvement programs, and by the working conditions and motivations of participants. (Contains 26 references.) (MDM)

ED 427 577 HE 031 768

Border, Charles B.; Barba, William C.
Graduate Student Support and the Graduate Education Experience. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Assistantships; Doctoral Degrees; *Educational Experience; Fellowships; *Graduate Students; *Graduate Study; Higher Education; Questionnaires; State Universities; *Student Attitudes; *Student Financial Aid
IDENTIFIERS- *ASHE Annual Meeting; State University of New York Buffalo

This study examined the relationship between the type, amount, and sequencing of institutional funding for graduate students and students' perceptions of the impact of such financial assistance in their persisting to the completion of degree requirements. A total of 295 Ph.D. recipients from the University of Buffalo in New York who received their degrees between 1975 and 1993 completed a 54-item questionnaire on the type of support received, the outcomes and experiences attributed to the graduate education experience, and opinions about those outcomes and experiences. It was found that financial support with a service commitment afforded graduate students the opportunity to have a much fuller graduate school experience. Students with a service requirement graduated sooner, had more traditional academic experiences during their graduate student careers, and felt that their graduate experiences as a whole were much richer than did students who received financial support without a service requirement. Eighty percent of the respondents reported that an assistantship or fellowship provided them with specific skills that they would not have obtained otherwise. Two appendixes contain a copy of the questionnaire and accompanying letter sent to prospective participants. (MDM)

ED 427 578 HE 031 769

Inkelas, Karen Kurotsuchi
Increasing Visibility: The Racial Attitudes of Asian Pacific American Students. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 61p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Miami, Florida, November 5-8, 1998).

Leadership Practices Inventory

This study assessed the leadership styles and practices of 214 women student leaders at a large public university. Specifically, the study examined: (1) what leadership practices the women embraced; (2) what influence academic aspirations had on leadership practices and sex role characteristics; (3) what sex roles the women embraced; (4) which sex role characteristics influence leadership practices; (5) what are the racial/ethnic differences in leadership styles and practices; and (6) what impact mentors had on leadership styles and practices. Subjects completed the Leadership Practices Inventory (LPI), the Bem Sex Role Inventory, and a demographic data form. Results indicated that women who were leaders in high school had higher mean scores on all scales for both instruments. Women of color had slightly lower mean scores, compared to white students, on each of the LPI scales. Women who had three or more female mentors received slightly higher mean scores on each of the LPI scales than did women who had zero to two female mentors. Results supported a women's leadership ethos in which followers are empowered rather than controlled or managed, and suggest that women students should have more female role models and mentors and participate in activities to enhance their assertiveness. The special need for women of color to participate in leadership activities was noted. (Contains 30 references.) (DB)

ED 427 596 HE 031 787

Watkins, Gayle Harris
Satisfaction and Mentoring: An African American Perspective. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Females; Graduate Students; Higher Education; *Mentors; Student Attitudes; *Student Development; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- African Americans; *ASHE Annual Meeting

This study used both quantitative and qualitative methodology to analyze whether mentoring is related to student satisfaction and whether different elements of mentoring are important to different groups, particularly African American and Anglo-American graduate students at predominantly white institutions. A survey completed by 96 students, including 44 African-American and 24 Anglo-Americans, asked students to evaluate satisfaction with their institution, with mentoring functions received at their institution and who rendered these services, and with student perception of mentoring. Findings indicated that 50 percent of participants had a faculty mentor; that black students received far fewer services from faculty members than did Anglo students; and that 16 percent of African American and 30 percent of Anglo students reported having an excellent mentoring relationship. Of the 12 mentoring functions significantly related to satisfaction, those with the highest correlation included: providing knowledge, experience, and professionalism; providing an introduction into professional networks; and giving constructive criticism of student academic progress. Appendices list mentoring functions. (Contains 90 references.) (DB) women administrators, their perceptions of gender issues within their organizations, how they negotiated the organizational context, and how they managed the intersection between personal and professional lives. The study found that while each woman tended to display a preference for one of three general strategies adaptation, reconciliation, or resistance, each found ways within the traditional work context to develop a unique leadership identity and communication style. While a few of the women denied gender as a force in their organizational lives, most found the gender difference challenging. If they followed male leadership styles, they were often rejected by female colleagues; if successful, they were often unaccepted by men simply because they were women. The study concludes that in order to develop women's leadership, institutions will have to examine critically the organizational culture. (Contains 39 references.) (CH)

ED 427 615 HE 031 865

Volkwein, J. Fredericks; Cabrera, Alberto F.
Antecedents and Consequences of Classroom Experiences among Students Who Enter as Freshmen. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; College Environment; College Freshmen; Effective Schools Research; Higher Education; Outcomes of Education; *Student Attitudes; Student Characteristics; Student Interests; Student Surveys; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

This study examined the characteristics and factors in the undergraduate experience that appeared to be most strongly associated with vitality in the classroom. Data were collected from 740 representative freshmen at a large research university by means of a university survey instrument that contained over 150 items in four categories: (1) background information on student age, class year, sex, ethnicity, employment, admissions status, major, financial aid, residence, Scholastic Assessment Test scores, and high school grade point average and class rank; (2) student plans, goals, and reasons for attendance; (3) level of student satisfaction with campus services and facilities, as well as with the institution's academic, administrative, and social climate; and (4) cognitive and noncognitive experiences and outcomes, including classroom experiences, faculty contact, course-taking patterns, graduation plans, loan indebtedness, and self-reported growth. Regression analysis of the data indicated that the most beneficial classroom experiences were reported by students who perceived high levels of faculty concern and interaction with faculty, who were actively engaged in the academic and social structure of the institution, and who observed a campus climate of racial harmony and political tolerance. Two tables summarize the variables used and the multivariate data. (Contains 52 references.) (CH)

ED 427 616 HE 031 866

Teodorescu, Daniel; Stoicescu, Cristian D.

of asking 20 third graders to draw a picture of someone working on a sloyd product. Drawings were analyzed and categorized. They were also described using the division of worlds according to Lindfors' systems model. Results from the empirical study showed students had four qualitatively different conceptions of sloyd, varying from conceiving sloyd as a comprehensive activity to conceiving sloyd as a narrow activity where only the raw materials and tools interact. Applying the phenomenographic method in sloyd education proved to be very positive as did using drawings as research material. (Contains 25 references and 11 figures.) (YLB)

ED 427 158 CE 077 740

Herrera, Lazaro Moreno
Cuban Sloyd. History and Educational Research on Developing Creativity. Four Articles. Publication No. 2. Craft Education in the Cultural Struggle. Part VII.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Craft Workers; *Creative Development; Creativity; Educational Development; Educational Environment; *Educational History; Educational Research; Elementary Secondary Education; Foreign Countries; *Handicrafts; *International Educational Exchange; Student Motivation; Teaching Methods
IDENTIFIERS- *Cuba; *Sloyd Education

These four articles deal with historical developments of sloyd in Cuba and research on creativity with regard to sloyd education. (Sloyd, derived from a Swedish word, is an umbrella term for making or crafting things by hand.) "The Process of Sloyd Introduction in Cuba: Main Events" describes important events related to its introduction and development in Cuba from 1901-1914. The work of Swedish sloyd teachers in Cuba is emphasized. "Sloyd in Cuban and Latin American Pedagogy" describes the fluid exchange of ideas between Swedish pedagogue Salomon and teachers working in this area. It analyzes conditions that favored assimilation of sloyd by Latin American pedagogy. "Teaching-Organizational Factors in the Development of Creativity through Sloyd Education" presents results from the first year of experimental work with Cuban children that show that a flexible, participatory environment that permits and stimulates children's interests becomes a factor stimulating their creative potentialities. "Affective-Motivational Factors in the Sloyd Lesson: Influence on the Development of Creativity" presents initial results obtained after 3 years' development of a pedagogical experiment with Cuban children aged 9-12. The study of the affective-motivational world of children and its relation to their creative work in the workshop provides valuable outcomes to understand and make effective the teaching and learning process in sloyd education. Letters by Swedish sloyd teachers and Cuban educational authorities are appended. (Individual articles contain figures and tables.) (YLB)

ED 427 159 CE 077 808

If the School Fits...Adult Education from the Student's Perspective. Videotape .
PUB DATE- 98

Employment Programs; Federal Legislation; Federal State Relationship; Financial Support; Job Training; *Labor Force Development; Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; *Public Agencies; Public Policy; Systems Approach; *Vocational Education; Youth Programs
IDENTIFIERS- *Department of Labor; *Workforce Investment Act 1998

The Workforce Investment Act represents a total customer-driven overhaul of the U.S. job training system that will help employers obtain needed workers and empower job seekers to obtain the training needed for the jobs they want. The Department of Labor will implement the Workforce Investment Act in cooperation with the Department of Education. The Workforce Investment Act will rebuild the country's work force development system around several key principles: streamlined services, empowerment of individuals, universal access, increased accountability, strong role for local boards and the private sector, state and local flexibility, and improved youth programs. By establishing comprehensive state and local work force development systems, the Workforce Investment Act will improve the quality of the work force, enhance the nation's productivity and competitiveness, and reduce welfare dependence. Fundamental changes in service delivery include the following: development of one-stop service delivery; provision of a continuum of services for adults and dislocated workers; and availability of core career development, intensive, and training services throughout clients' lifetimes; formula youth programs and youth opportunity grants; national programs for special needs groups; state and local accountability for results; program evaluation based on core indicators of performance; state-negotiated levels of performance; and institution of incentives, sanctions, and technical assistance. (MN)

ED 427 178 CE 078 047

Morrow, Cherie Ann; Fredin, Barbara, Ed.
Worksite Mentoring Guidebook: Practical Help for Planning and Implementing Quality Worksite Learning Experiences.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *Mentors; Postsecondary Education; Program Development; Program Implementation; *School Business Relationship; Secondary Education; Student Evaluation; Vocational Education; *Work Experience Programs; Workplace Literacy

This guidebook was developed to help businesses provide high-quality worksite learning experiences for students. It combines experiential knowledge from experts with that of mentoring programs across the country to reduce the task of planning and implementing quality worksite learning experiences to a logical process. The book offers guidance for conducting the following activities: (1) developing a high-quality mentoring program; (2) recruiting, training, and supporting worksite mentors; (3) planning and implementing worksite learning experiences; and (4) evaluating the results. The guidebook is organized in four topics in activities incorporated into the regular class structure. In some cases, projects were implemented by small circles of learners who worked separately from the class. In a few classes, both methods were used. Project activities included the following: using videotapes or computers; creating "products" such as cookbooks, health brochures, or health resource directories; role playing; and delivering presentations to the class, school, or wider community. Overall, the teachers credited their health projects with enhancing students' literacy skills, motivation, confidence, self-esteem, and empowerment. (MN)

ED 427 195   CE 078 089

Rudd, Rima; Zahner, Lucy; Banh, My
Findings from a National Survey of State Directors of Adult Education. NCSALL Reports #9.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Adult Education; Adult Learning; Adult Literacy; Curriculum Development; Educational Attitudes; Educational Needs; *Educational Policy; Educational Practices; *Health Education; *Integrated Curriculum; *Literacy Education; National Surveys; Needs Assessment; *State Supervisors

All state directors of adult education in the United States were asked to complete a questionnaire requiring them to consider health within the context of learning and offer priority ratings for health from the various standpoints. An 88% response rate was achieved. On a 5-point scale, the state directors' mean ratings of health from selected standpoints were as follows: health as a content area to support other curriculum goals, 3.8; health as a subject of study, 3.2; health literacy as a skill area, 3.7; and extent to which adult learners' health is a barrier to learning, 3.5. The most frequently listed barriers to addressing health in programs of adult basic education and English for speakers of other languages were as follows: lack of curriculum (resources) and teacher training; existing demands on teachers; lack of privacy needed to teach sensitive topics in mixed gender classes; lack of student interest or willingness to participate; and students' low literacy levels and low ability to read health materials. It was concluded that health educators who are interested in fostering integration of health and adult learning must attend to structural needs within their adult education system and maintain a focus on helping adults improve their reading and writing skills. (MN)

ED 427 196   CE 078 092

Wyatt, Stefanie
Mission: Possible. A User's Guidebook for the Video.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 98
NOTE- 105p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

one-page statement completed by the nominee that responds to five questions; a one-page recommendation completed by administrator or peers that describes how the teacher demonstrates expertise in five areas; and a 5-minute tape prepared by program participants that describes how the teacher made a difference in their lives. Three excellent adult teachers were selected. (Appendixes contain the following: 15 references; team members' examples of excellence; the nomination form; examples of excellence; indicators of excellence; forms and surveys; and biographies of APEX award winners.) (YLB)

ED 427 213 CE 078 123

Sherow, Sheila M.
Building Communities for Learning. Final Report. Fiscal Year 1997-98.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 168p.; For the previous "Building Communities for Learning" report, see ED 419 109.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Community Coordination; Community Planning; Educational Planning; Educational Strategies; Group Dynamics; *Institutional Cooperation; *Literacy Education; Program Effectiveness; *Statewide Planning; *Strategic Planning
IDENTIFIERS- 353 Project

This document consists of a final report and two manuals developed by the Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) project, which worked to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The final report discusses the following outcomes: five sites received training and technical assistance, established community-based planning groups, and are in the process of developing interagency collaboration; four sites started earlier received ongoing support; clients are being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners; clients are entering programs quickly, can navigate among services easily, and are having their many needs met through a range of coordinated services; sites report that adult learners are less frustrated and, as a result, client participation and retention in programs are increasing. The attached strategic planning manual presents strategies for building community collaboration. The second manual describes 12 fundamental tasks for establishing a community-based planning group. (KC)

ED 427 214 CE 078 124

McCrossan, Linda V.; McDowell, Connie; Cooper, Patricia
A Comparison of the Effectiveness of Open Entry/Open Exit Classes to Closed Entry Classes Requiring Attendance. Final Report 1997-1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

strategies for vocabulary building, and descriptions of the training sessions.) (KC)

ED 427 231 CE 078 142

Success Stories: Partners for Progress. Final Report. FY 1997-1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Education Work Relationship; *Literacy Education; *Outcomes of Education; Program Effectiveness; *Success
IDENTIFIERS- *Pennsylvania; 353 Project

A project provided technical assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing 10 outstanding ABLE students via an awards ceremony and publication of a booklet and flyers in celebration of the 20th anniversary of the Success Stories project. In addition to the 10 new stories, the project updated the achievements of 8 previous Success Stories winners. The project staff edited the nominations, made arrangements for winners' participation at an adult educators' conference, and paid their expenses. In addition, 1,500 Success Stories booklets were written, published, and disseminated. Each previous and current winner's page contains a description of the winner's ABLE program, its philosophy and accomplishments. Pennsylvania legislators received copies of the booklets, and local media covered the events. (The Success Stories booklet and publicity flyers are included in this report.) (KC)

ED 427 232 CE 078 143

Conrady, Sue R.
Technology in Adult School to Work. Final Report, 1997-98.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; Adult Students; *Career Awareness; *Computer Assisted Instruction; *Education Work Relationship; *High School Equivalency Programs; *Internet; Job Placement; *Self Concept
IDENTIFIERS- *Job Shadowing; 353 Project

This document consists of a brief report and a resource manual developed by a project designed to help 34 students registered in a General Educational Development (GED) program to develop self- and career-awareness through computer-assisted instruction. According to the report, all 34 students used the computer for self- and career-awareness. The project also aimed to provide 25 GED students with job shadowing experiences.

This book, which was written for people responsible for career advising, employee development, performance improvement, organizational planning, and outplacement, explains techniques to deliver effective career counseling services. The book begins with an introductory examination of the factors driving the need for effective career counseling services in the workplace and the development needs of career counseling practitioners. Chapter 2 presents a career counseling process model, chapter 3 explains the key questions technique, and chapters 4-9 examine the following stages of the model: foundation, assessment, feedback, goal setting, resistance resolution, and follow-through. The elements of effective career counseling are reviewed in chapter 10. Appended are the following: career counseling process model checklist; career counseling process handout; career assessment materials and publishers; career data profile; clarification tools (fish bone diagram and force field analysis); strategic career action plan; resistance resolution decision tree; change techniques (catastrophizing and chunking); intervention tools (emotional roller coaster, periods of transition in job change, stages of change model, cost payoff matrix); tools to address capabilities (strengths and personal descriptors; managing self/others; Challenges, Circumstances, Interventions, and Outcomes model; analysis of job); and tools to affirm career plans (triggers that disrupt career routines and linking individual and organizational needs). (MN)

ED 427 250 CE 078 196

Zemsky, Robert, Ed.; Cappelli, Peter, Ed.
The Changing Educational Quality of the Workforce.
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Career Choice; Developed Nations; *Education Work Relationship; Educational Attainment; *Educational Economics; Educational Finance; *Educational Trends; Employer Attitudes; Foreign Countries; Inplant Programs; Outcomes of Education; Postsecondary Education; *School Business Relationship; Secondary Education; Student Costs; Veterans Education; Vocational Education
IDENTIFIERS- Japan

The 12 articles in this volume provide guides to issues concerning education and the economy and school to work and offer direction for future research. They are organized around three themes. Articles in the first section focus on long-standing questions associated with the economics of education: "Microeconomics of College Choice, Careers, and Wages" (Jere Behrman et al.); "Occupation-Specific Versus General Education and Training" (John Bishop); "School Resources and Student Outcomes" (David Card, Alan B. Krueger); and "Social Benefits of Education" (Nevzer Stacey). The second theme addresses current trends in educational policies and practices in the following articles: "The Disappointments of Success: Higher Education After World War II" (Marvin Lazerson); "Labor, Markets, and Educational Restructuring" (Robert Zemsky); and "Adult Enrollment and Educational Attainment" (Jerry A. Jacobs, Scott Stoner-Eby). Articles on the third theme examines the relationships between school and the workplace: "Employer Participation in School-to-Work Programs" (Peter Cappelli et al.); "Restructuring and Skill Needs: Will Firms Train?" (Harold Salzman); "Military Downsizing and the Career Prospects

DESCRIPTORS- *Career Choice; *Career Counseling; Career Guidance; Career Planning; College Students; Elementary Secondary Education; Exceptional Child Research; Females; *Gifted; Minority Groups; School Guidance; Talent

Career counseling for gifted students has proven problematic because traditional methods of career assessment are not appropriate for use with this population. During the last decade, research regarding career counseling for gifted individuals has focused on three areas: multipotentiality, values-based career counseling and assessment, and special populations, such as females and minorities. Literature from each of these areas is reviewed and a critique of the current research available regarding each topic is offered. Suggestions for future research are provided. Multipotentiality research has shown that the ability to succeed in a variety of career paths can make a gifted student's career selection problematic, and that they often choose career paths on the basis of salary and employment opportunity rather than expertise. Validity of the concept of multipotentiality is also at issue. Traditional career interest profiles often result in a "high-flat" profile, which is not helpful to the student. Recent values-based counseling research has many flaws in design. Gifted females and minorities face special barriers that have yet to be fully addressed by empirical studies. Although researchers have identified barriers such as role stereotyping, they have yet to develop solutions. Meanwhile, gifted students have too many options and too little guidance; role models are needed. (Author/EMK)

ED 427 268   CG 029 046

Nagy, Stephen; Adcock, Anthony G.; Leaver-Dunn, Deidre; Elder, Craig; Jacobs, Donna P.
A Decade Review of Selected Risky Behaviors and Attitudes of Alabama Adolescents. Summary Report.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; At Risk Persons; Attitudes; *Health Education; Health Needs; Health Programs; Mental Health; *Prevention; Safety; Secondary Education; Sexuality; State Surveys; Substance Abuse; Violence
IDENTIFIERS- *Alabama

This report examines the behaviors and attitudes of Alabama adolescents and provides insights into changes and trends in the selected areas. Relatively few meaningful changes on risky behaviors were found. Risky health behaviors remained a serious, immediate, and future threat to the well-being of Alabama's teens. Changes were extremely modest in the areas of substance abuse, mental health measures, safety behaviors, weight control behaviors, sexual initiation, and pregnancy. One area clearly showing change was physical activity for which there was a downward trend. Given the substantial sums of money spent in the areas of prevention of substance use, violence, and promoting sexual abstinence, it appears that these efforts have not been effective in having an impact on these selected behaviors. In order to maximize the learning environment, behaviors that generally occur away from school must be addressed. This means that prevention programs must involve communities, parents, and others as well as schools. It is essential to utilize strategies and materials that are proven and scientifically tested. Specific issues in different types

PUB DATE- 99
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *High School Students; High Schools; *Poetry; Reading Processes; Student Writing Models; Teaching Methods; *Writing Instruction; *Writing Processes

Aimed at junior and senior high school teachers and artists in residence, this book urges teachers and students to read and write poetry "as though their lives depended upon it," and to breathe life into classroom writing traditions that are not hands-on or intense. Each chapter is set in the classroom. Poems by students and teacher illustrate each topic. The book includes suggestions on how to read poetry and ways to bolster students' involvement in choosing and confidence in responding to poetry both by the "masters" and others that catch their attention. Chapters in the book are: (1) Risking Intensity; (2) The Start: Writing Your Own Poem; (3) "Vessel of the Self"; (4) "Written on the Body"--Reading the Poem; (5) Writing about Poems--or Putting Off the Analytical Essay; (6) Making Your Poem Concrete; (7) Expanding the Poem; (8) Hand-Eye Coordination; (9) Words Words Words; (10) Memory; (11) Finding Your Poet; (12) Talking about a Poem; (13) With Portfolio; and (14) Expanding the Circle. An appendix contains a 19-item annotated bibliography of further readings. (RS)

ED 427 289 CS 013 414

Calhoun, Emily F.
Teaching Beginning Reading and Writing with the Picture Word Inductive Model.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Models; Phonics; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Skills; Student Evaluation; *Vocabulary Development; *Writing Instruction; Writing Skills
IDENTIFIERS- Direct Instruction; *Picture Word Inductive Model

This book is about teaching beginning reading and writing. It is based on the belief that children can be taught to be more observant and conscious of the patterns at work as people communicate--particularly through reading and writing--and that teachers can use what children are able to do and what they are able to see to bring them rapidly and naturally into greater literacy. The three primary objectives of the book are: (1) to share the picture word inductive model (PWIM) for teaching beginning reading and writing; (2) to encourage the writing and reading of informative prose with beginning readers; and (3) to promote continuous focused inquiry into the development of literacy and into the results of teacher-and-student interactions. into the PWIM is the structure required to assess the needs and understandings of your students immediately, adjust the lesson in response, and to use explicit instruction and inductive activities. Chapters in the book are: (1) Glimpsing the Model in Kindergarten and 2nd Grade; (2) Describing the Picture Word Inductive Model; (3) Using the Model in a Language Arts Unit; (4) Designing Multidimensional Reading and Writing Instruction; (5) Getting Started in Your instruments.) (Author/RS)

ED 427 310 CS 013 440

Goodman, Debra
The Reading Detective Club: Solving the Mysteries of Reading. A Teacher's Guide.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Elementary Education; *Miscue Analysis; *Reading Instruction; *Reading Processes; Reading Skills; *Reading Strategies; Student Evaluation; Teaching Guides

Noting that readers are a lot like detectives, this two-part book (a professional book for teachers and a fun "nonworkbook" for students) introduces students and teachers to "mystery cases" that are actually reading strategy lessons for third through eighth graders and their teachers. The teacher section offers a comprehensive overview of the reading process, with step-by-step instructions for sponsoring a Reading Detective Club, analyses of each case, and discussions of topics such as second-language readers and dialect variations. The student section of the book features a series of reproducible mystery cases presented by student-detectives. Children are encouraged to solve cases--and come to understand their own approaches to literacy--by exploring the meaning clues, language (grammar) clues, and graphic clues printed in texts. Central to the book is the importance of miscue analysis as a vital assessment tool. The book provides accessible, practical advice for using miscue analysis in the classroom. (RS)

ED 427 311 CS 013 441

Gianatasio, Deborah
Parents' Perceptions of Children's Reading Abilities.
PUB DATE- 99
NOTE- 42p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 4; Intermediate Grades; *Parent Attitudes; Questionnaires; *Reading Ability; *Reading Achievement; *Reading Attitudes; Reading Research

This study investigated parents' perceptions of their child's reading abilities. Parents of 92 fourth grade students completed questionnaires to measure the perception parents held of their child's reading ability in relation to the ability of their child based on standardized test scores. Correlations between the Terra Nova Standardized Test and teacher's scores were analyzed in addition to correlations between parental rating and teacher grading. Results showed little correlation between the standardized test and teacher's scores and a strong correlation between parental rating and teacher grading. Furthermore, results showed that parents rate their children similarly in the high achievement category, showing slight differences in other categories. (Contains 25 references and 4 tables of data; appendixes contain a cover letter and the parent questionnaire.) (Author/RS) capturing and understanding classroom interaction. The paper aims to uncover and clarify these aspects of the process. It begins by examining the theory of language being followed and how it has shaped the processes of data collection in the classroom. The paper then describes the project's thoughts about and experiences with various forms of classroom data to illustrate how a particular way to represent the data that make up the raw material for analysis was arrived at. Finally, the paper presents some preliminary findings that illustrate the effects of taking seriously the relationship between theory and data collection. In this way, the project hopes to show how theory and technologies/methods of data acquisition are intertwined such that a loyalty to one entails a deep examination of the other. Contains 10 figures, 3 notes, and 26 references. (NKA)

ED 427 334 CS 216 601

Agee, Jane
How Experienced English Teachers Assess the Effectiveness of Their Literature Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; *English Instruction; *English Teachers; High Schools; *Literature Appreciation; Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- Georgia; New York

This study examined some of the factors that shaped how 18 experienced English teachers in New York and Georgia high schools assessed their instructional effectiveness and how they used their assessments to make instructional decisions for the teaching of literature. The research focused on three issues: how these teachers gauged their effectiveness; what factors shaped their beliefs about effective teaching and learning; and how their assessments informed decisions about instruction. To examine the larger system of beliefs that informed these teachers' perspectives on what constituted effective teaching and learning, the researcher collected data on factors that shaped their decisions, the kinds of evidence they sought to gauge their effectiveness, and how their teaching reflected their beliefs. The general feedback these teachers looked or listened for in student talk or writing was linked to four instructional processes: (1) meeting immediate and longer-term goals for teaching literature; (2) making changes in approaches to literature; (3) helping students learn specific skills; and (4) helping students achieve higher levels of intellectual understanding. The specific evidence they sought to decide whether or not their instruction was effective was strongly influenced by their personal histories, their perspectives on students, and their goals for teaching literature. Student factors such as grade level, labeled ability level, race, and home culture emerged across all school sites as important factors in teachers' assessments of instruction. (Contains 32 references, and 5 tables and a figure of data.) (Author)

ED 427 335 CS 216 602

Brandt, Deborah

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Evaluation Criteria; Higher Education; *Persuasive Discourse; Speech Communication; *Speech Instruction; Teacher Characteristics
IDENTIFIERS- *Cults

This paper addresses the question whether or not forensics is a cult. The paper states that forensics can be compared to the criteria listed on the "Christian Apologetics and Research Ministry Homepage" which says that a cult is a group that is unorthodox, esoteric, and has devotion to a person, object, or new set of ideas. In keeping with that definition, a part of the forensics indoctrination process is to learn the specialized language of forensics. Also, a cult may have a non-verifiable belief system, and forensics coaches and students believe in things that cannot be proven to some extent. However, when forensics leaders are examined under the critical lens provided by the criteria, forensics can be differentiated from cults. Forensics leaders are not above reproach, nor do they claim to speak for God. The paper concludes that forensics is not a cult, but it has many cult-like characteristics. (CR)

ED 427 355 CS 509 987

Holm, Todd T.
Ignorance of the Crime Is No Excuse: Do Public Speaking Students Even Know What Cheating Is?
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; *College Students; Higher Education; *Lying; *Plagiarism; *Public Speaking; *Student Attitudes; Student Behavior; Student Reaction; Student Surveys

In an attempt to get an idea of students' perceptions of cheating and the frequency with which cheating occurs, a study examined 203 students currently enrolled in public speaking classes from two-year and four-year schools on the East Coast and in the Midwest. The survey was divided into four parts which: (1) gathered biographical information about the students; (2) provided a hypothetical situation and asked if it was cheating; (3) asked them to confess to various forms of cheating they may have committed in a speech class; and (4) asked if they knew anyone else who had cheated. Results indicated that only 95 of the 203 students reported that they had not cheated in some way. Findings suggest that roughly 78% of the students from four-year institutions cheated, while the number at two-year institutions was roughly 57%. (Contains a diagram, 3 tables of data, and 16 references.) (CR)

ED 427 356 CS 509 988

Whitfield, Toni S.
Teaching Group Roles with Tangoes. Great Ideas for Teaching Speech.
PUB DATE- 97
NOTE- 4p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 21-23, 1997).

approach to forensics, given that students from such programs are able to develop a greater variety of skills than students participating within specialized programs. The paper asserts that the major strengths of parliamentary debate within a comprehensive forensics program are: (1) parliamentary debate affords a dialectical activity for individual events students; (2) parliamentary debate allows for development of analytical refutation skills in policy debaters; (3) parliamentary debate affords comprehensive forensics opportunities on a limited budget; (4) tournaments allow parliamentary debaters to participate in individual events; and (5) parliamentary debate allows students to experience growth in their advocacy skills. (Contains 10 references.) (NKA)

ED 427 376 CS 510 012

Jensen, Scott
Apples and Oranges? A Comparative Analysis of Adjudication in Parliamentary and CEDA/NDT Debate.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Debate; *Debate Format; Higher Education; *Judges; *Parliamentary Procedures
IDENTIFIERS- Cross Examination Debate Association; Debate Tournaments; National Debate Tournament; Research Suggestions

If the forensics community has real choice between debate formats, there must be distinctions that justify the existence of each respective style or organization. While such differences can exist at any one of a number of levels, this paper examines differences in adjudicating in both parliamentary and team policy debate, generally known as CEDA (Cross Examination Debate Association) or NDT (National Debate Tournament) debate. While the paper highlights distinctions between two debate formats, the most important point to be made is that each format is debate according to this or any other definition of debate. Although the paper's primary advocacy focuses on differences, it should be understood that when evaluating the worth of either format (something this paper does not do), these differences are not very important. The paper concludes that more research needs to be done to compare debate divisions and should focus on what differences and similarities exist among approaches to debate. (NKA)

ED 427 377 CS 510 014

Frymier, Ann Bainbridge; Wanzer, Melissa Bekelja
"Make'em Laugh and They Will Learn": A Closer Look at the Relationship between Perceptions of Instructors' Humor Orientation and Student Learning.
PUB DATE- 98
NOTE- 56p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communication Research;

Instructional Effectiveness; Program Descriptions; *School Effectiveness; *Staff Development
IDENTIFIERS- Texas (South)

This paper describes how staff development contributed to the effectiveness of four elementary schools along the south-Texas border. It attempts to determine the use of the strategies and techniques developed during staff development, the types of assistance teachers received to enable them to apply new techniques, and the differences teachers perceived in student performance as a result of adopting these techniques. The four schools selected for the study serve a predominantly Hispanic student population. Two schools were high performing and two schools were low performing. Data were collected through interviews with teachers and administrators, documentation on staff development, and filed observations. Cross-site analysis was used to find commonalities and differences among the campuses. Findings suggest that staff development needs are sequential and should be delivered with a timeline to accommodate implementation of initiatives and to give teachers time to reflect upon their utilization of strategies. Results suggest that a support system to facilitate collaboration and collegial coaching are crucial to foster proper utilization of strategies and to develop expertise. (Includes 55 references.) (RJM)

ED 427 397 EA 029 598

Rusch, Edith A.
Barriers to Excellence: The Culture of Silence in School Systems.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Innovation; Elementary Secondary Education; *Instructional Leadership; *Professional Development; *Resistance to Change; *Social Networks
IDENTIFIERS- Ohio

Little is known about how restructuring networks actually affect the cultures of school systems. This report examines the creation of an "island" of reform in a school district in northwest Ohio. The research emanated from the discovery of a new "island" in northwest Ohio called the Pathfinder Network. The group formed through like-minded educators coming together to address school problems. As the group evolved, Network principals and teachers observed that few colleagues outside of the group wanted to talk about innovation. This sense of isolation gave rise to a study that probed how central-office administrators, board members, and principal colleagues conceptualized systemic change. The research examined how cultural changes at a single school site affected or did not affect the system's culture. A focus group dialogue was initiated with network principals, elected district-level administrators, university faculty, and board members. Data from the dialogues were then used for semistructured interviews with superintendents, board members, central-office personnel, and principals in all districts of the Network. The findings unmasked the theories of organizational learning embedded within the culture of the local school systems and the defensive behaviors used by district members to sustain inert cultures. (RJM)

ED 427 398 EA 029 614

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Characteristics; Educational Administration; Educational Change; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; Program Descriptions

The past decade has been filled with widespread calls to institute systemic change in schools. This paper shares insights gained from one program that shifted from a traditional organizational view of educational leadership preparation to an inclusive approach that emphasizes community building. The Educational Leadership Program drew on four theoretical frames: Sergiovanni's notion of community, Senge's five disciplines and systems approach to change, Hargreaves' concept of reculturing, and Sarason's call to revise education and the roles of educators. During formation of the program various concepts were emphasized: all knowledge and people are to be respected; everyone is a self-directed, life-long learner; the fields of practice and theory are integrated; and bonds between people create a sense of belonging. The text details how external networks were expanded, how curriculum and instructional strategies were revised to support the model and the mission, how community was enhanced through cohorts, and how activities were used to enhance communication among and between various groups. After 4 years, participants were able to create a conceptual framework in which they brought together a diversity of voices to create a mission. Some of the many challenges in creating such a model are discussed. (Contains 46 references.) (RJM)

ED 427 416 EA 029 654

The Progress of Education Reform 1998.
PUB DATE- 98
NOTE- 49p.; For the 1996 report, see ED 402 653.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Improvement; *Elementary Secondary Education; Financial Policy; Professional Development; *Public Education; *Public Policy; Public Schools; School Choice; Standards

This fourth annual report by the Education Commission of the States (ECS) examines the status of efforts to improve the public education system. Nine sections provide overviews of major trends in policy and practice: (1) "Standards, Assessment and Accountability" explores the transition over the last decade toward a standards-based system by examining the quality of content standards, student assessment, and promoting accountability; (2) "School Finance and Facilities Funding" looks at the use of private-sector style data management and new approaches to assessing statewide needs; (3) "Public School Choice" looks at vouchers, home schooling, and charter schools as examples of market-style reforms; (4) "Teacher Education and Professional Development" discusses state-wide initiatives affecting all aspects of teaching and offers research-based principles for improving professional development; (5) "Technology" considers the pressures on educators to demonstrate that investments in technology and telecommunications raise student achievement and improve the overall learning environment; (6) "Early Childhood Care and Education" focuses on statewide initiatives aimed at promoting

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Antisocial Behavior; Children; Elementary Secondary Education; *Prevention; *School Security; Sexual Harassment
IDENTIFIERS- *Harassment

This guide focuses on the issue of school-based harassment. It is intended to help educators prevent or curtail all forms of harassment by highlighting school-based harassment issues, by describing remedies and prevention strategies, and by providing additional resources. It details some of the problems school-based harassment engenders, and it explores common misperceptions of harassment, as well as its legal implications. The guide features an overview of harassment, offering specific strategies for preventing--and responding to--such harassment. Such tactics include professional development, curricular concerns, and personal considerations for educators. It describes what school employees, families and communities, and students need to know by using a question-and-answer format. The three sections that cover these can be pulled out and used separately. Some of the legal foundations of responses are likewise discussed, and an emphasis on self-reflection is prominent throughout the text. A case study is presented. Online, organizational, print, video, and curricular resources are listed. (RJM)

ED 427 435 EA 029 686

Uzat, Rodney R. J.
Supervisory Behaviors That Reflect Reality: A Diversified Supervision Model.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Environment; Elementary Secondary Education; Higher Education; Models; *Organizational Climate; *Supervision

This paper clarifies exactly what "culture" and "change" mean to the educational system and why these terms are so important to the health, survival, and instructional improvement of educational organizations. Educational leaders must accept the fact that crafting a change-friendly, change-embracing organizational culture for continuous improvement is not only a matter of "soul craft," but also a matter of financial craft. The paper presents aspects of the culture of schools, providing overviews of studies that have examined the climate of corporations. Aspects of change are also discussed, along with what strategies must be employed for an organization to remain viable. The paper describes the interaction of culture, change, and schools and presents an instructional supervision model. The final section provides the eight stages of a diversified supervision process and what is involved in implementing this program and in reaping the benefits of a school's productive energies. (Contains 14 references.) (RJM)

ED 427 436 EA 029 688

Lunenburg, Fred C.; Irby, Beverly J.

factors and educational process factors: (1) certified and qualified staff; (2) vision; (3) leadership; (4) school size; (5) class size; (6) physical and school arrangements; (7) safe and orderly environment; (8) comprehensive, balanced curriculum; (9) systematic, tailored instruction; (10) time; (11) scheduling; (12) grouping; (13) technology; (14) parent, family, and community involvement; (15) instructional climate and school culture; (16) professional development; and (17) school and community-based management. (Contains approximately 300 references.) (CR)

ED 427 454 EC 307 023

Naggs, Teresa
Hunter's Syndrome: Description and Educational Considerations.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; *Behavior Modification; Behavior Problems; Children; *Congenital Impairments; Elementary Secondary Education; *Etiology; Parent Participation; Parent Role; *Peer Relationship; *Symptoms (Individual Disorders); Teacher Collaboration; Teamwork
IDENTIFIERS- *Hunters Syndrome

This paper describes characteristics of and educational implications for children with Hunter's syndrome, a rare, genetic lysomal storage disorder resulting from an absence of the enzyme iduronate-2-sulphatase. Boys born with this sex-linked disease are born with little or no clinical manifestations, but generally are diagnosed by the age of three due to developmental delays. This progressive disorder results in early mortality and presents a myriad of considerations for special education. The paper addresses the history of the disability and its symptoms, including cognitive disabilities, speech development, eating problems, ear infections, and respiratory problems associated with the disorder. It notes that progressive physical and cognitive disabilities require special educators to work with a team of professionals to provide these children an appropriate education and a better quality of life. Behavior problems of the children with Hunter's syndrome are also described and include hyperactivity and aggressive behavior. Strategies are provided for encouraging social relations among students with disabilities and their typical peers. The importance of parents as part of the collaborative team to ensure successful education of these children is stressed. (Contains 17 references.) (CR)

ED 427 455 EC 307 024

Fitterman, L. Jeffrey
Ergonomics: The Forgotten Variable.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acoustical Environment; *Appropriate Technology; Assistive Devices (for Disabled); *Computers; *Design Requirements; *Disabilities; Elementary Secondary Education;

*Interdisciplinary Approach; Needs Assessment; Outreach Programs; Postsecondary Education; Program Evaluation; Services; Staff Development; Teaching Methods; Teaching Models; Teamwork; Technical Assistance; Training Methods; Workshops

This report discusses a project designed to replicate a five-step model of inservice training which will help early intervention teams provide more family-centered, transdisciplinary service delivery. During 1995-1998, the Trans/Team Outreach program provided training and technical assistance to early intervention teams in eight states and Washington, D.C. The project had three goals: (1) to ensure that outreach activities and the replication of the Trans/Team model are of assistance to lead agencies in accomplishing full implementation of early intervention services in each state in which the project operates; (2) to increase awareness of and use of the Trans/Team model and its products through dissemination activities; and (3) to replicate the Trans/Team model of transdisciplinary inservice training with local early intervention teams. The steps to the five-step model of inservice training include an individualized needs assessment process, training and technical assistance, planning for change, technical support for change, and verification and feedback of change. Evaluation of the project indicates that the program made a significant contribution to current practices at the community and state levels. Appendices include information on replication sites and awareness activities, sample evaluation instruments, and changes made in service delivery practices. (Contains 23 references.) (CR)

ED 427 474 EC 307 045

Harlan, Jane

Getting To Know You: Collaboration between the Community Builder and the Older Individual To Discover Interest and Develop a Vision.

PUB DATE- 97

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (121st, New York, NY, May 30, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Programs; Decision Making; Empowerment; Helping Relationship; *Mental Retardation; Older Adults; *Personal Autonomy; *Social Integration; *Social Networks; *Staff Role

Based on the experiences of the staff of the Community Membership Project of Bloomington, Indiana, this paper discusses how community builders have collaborated with 10 older persons with developmental disabilities to increase their community participation. The paper addresses the initial stages of community building with older persons, the process of getting to know an individual and constructing a shared vision, and the cultivation of social networks. The role of the community builder is described, which includes helping to guide the individual toward situations where he or she will be seen as competent and as someone who has something to offer, rather than as a recipient of services, where he or she will be treated as an ordinary person without labels and stereotyped preconceptions. The community builder is as invisible as possible in the assistance given to promote independence and provides invitations to exploration through experiential students if the program is designed to enable all enrolled students to become proficient in English as a second language. The paper discusses theoretical perspectives, steps in identification and language assessment, the educational placement, referral for screening, the Suggested Instructional Plan process for second language learners, the line of inquiry, psychological evaluation, Individualized Education Program, and placement in specially designed instruction. (CR)

ED 427 494 EC 307 065

St. Jean, David
Valuing, Identifying, Cultivating, and Rewarding Talents of Students from Special Populations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Classroom Environment; Cultural Differences; Elementary Secondary Education; *Gifted; *Gifted Disabled; Inclusive Schools; Learning Disabilities; Minority Group Children; Physical Disabilities; Social Bias; Sociocultural Patterns; Special Programs; *Stereotypes; Talent Development; Teacher Attitudes; Test Bias
IDENTIFIERS- *Underrepresentation

This paper discusses the challenges of identifying gifted students from underrepresented or special populations. Reasons for underrepresentation of students from special populations are reviewed and include biases in standardized testing, underreferral of students from diverse cultural and ethnic groups to gifted programs by teachers, and the traditional focus on students' deficiencies rather than on students' strengths. Problems inherent in the identification of gifted students with specific physical disabilities and students with learning disabilities are also addressed, and include language impairments that create barriers to verbal testing, stereotypical expectations about gifted children, delays in specific developmental disabilities that are often used as indicators of giftedness, incomplete information about the child which limits the view of the child's potential, and lack of opportunity to display talents. Educators are urged to address three areas that relate to recognizing talent in students with physical and learning disabilities, including the difficulty in expressing and recognizing talent, the effect of the classroom atmosphere, and integration into the regular classroom. (Contains 28 references.) (CR)

ED 427 495 EC 307 154

Reis, Sally M.; Gentry, Marcia; Park, Sunghee
Extending the Pedagogy of Gifted Education to All Students. Research Monograph 95118.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth;

include: "Discourse Features of Spanish Oral Production at the Novice Level" (Rebecca Jo Bearden); "A Discourse Approach to the Assessment of Foreign Language Oral Proficiency" (Dale April Koike, Fanny Hinojosa); "Acquisition of Spanish Definite Articles by English-Speaking Learners of Spanish" (Maria Ramirez-Mayberry); "The Spanish Psych Verb Construction: Beginning and Intermediate Learners' Patterns of Usage" (Christopher D. Gascon); "The Relationship between the Production and Perception of L2 Spanish Stops" (Mary Zampini); "An Acoustic Description of the Longitudinal Acquisition of Spanish Phonological Features by English Speaking Adult Learners" (Jeffrey Reeder); "Prochievement Testing: Matching Instructor Expectations, Student Level, and Task Levels" (Barbara Gonzalez Pino); "Current Issues in the Spanish Language Proficiency of Bilingual Education Teachers" (Michael Guerrero); and "Multiple Challenges of Multimedia: Development, Implementation, and Evaluation in Second Semester Spanish" (Margaret Ann Kassen). (MSE)

ED 427 516   FL 025 688

Bearden, Rebecca Jo
Discourse Features of Spanish Oral Production at the Novice Level.
PUB DATE- 98
NOTE- 33p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Discourse Analysis; Introductory Courses; *Language Patterns; Language Proficiency; Language Research; Language Tests; Language Usage; Learning Processes; *Oral Language; Second Language Learning; *Second Languages; *Spanish
IDENTIFIERS- *ACTFL Proficiency Guidelines

A study investigated common discourse features in the Spanish of six novice-level Spanish second language learners, as evidenced in oral interviews by two interviewers. Features examined included use of cohesive devices, use of the first language, whispering to self, scaffolding with the interviewer to express themselves, and negotiation. Results in each of these areas are discussed, illustrated with excerpts from the interviews. Results indicate that novice-level learners do attempt to produce cohesive discourse and use cohesive devices increasingly as proficiency increases; learners did not readily transfer first-language rules regarding pronoun usage, but exploited the Spanish pro-drop feature to promote cohesive discourse; as proficiency increases, learners attempt to use more conjunctions and similar devices; and scaffolding and negotiation were important features of novice-level discourse. Revisions to the ACTFL Novice Oral Proficiency Guidelines are recommended, based on these findings. Contains 17 references. (MSE)

ED 427 517   FL 025 689

Koike, Dale April; Hinojosa, Fanny
A Discourse Approach to the Assessment of Foreign Language Oral Proficiency.
PUB DATE- 98
NOTE- 19p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English

grammar items. Contains 63 references. (MSE)

ED 427 536 FL 025 719

Buron, Lawrence; Beecroft, Erik; Bell, Stephen; Price, Cristofer; Gemmen, Eric
Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. Final Report on Limited English Proficient Students.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 354p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Cross Sectional Studies; Elementary Education; Elementary School Students; *English (Second Language); Ethnicity; Family Characteristics; Family Environment; *Federal Programs; Language Proficiency; *Limited English Speaking; *Outcomes of Education; Public Schools; *Student Characteristics
IDENTIFIERS- Elementary Secondary Education Act Title I

As a reflection of the importance attached to successfully educating children whose native language is not English, the U.S. Department of Education's longitudinal study of Chapter 1 assistance, "Prospects," includes a component devoted to the analysis of limited-English-proficient (LEP) students. Chapter 1, renamed Title 1 in 1994, is the primary federal program of assistance for educating disadvantaged students. This report is the second of two focused on the LEP population. A cross-sectional description of LEP students and their educational services during the 1991-1992 school year appears in Puma and Moss (1995). That analysis is extended in this report by examining the background characteristics, educational experiences, and academic outcomes of LEP students during the full 4 years of the "Prospects" study, from the school year ending in 1991 to the school year ending in 1994. A nationally-representative sample of public school students in the 3rd grade in the 1990-1991 academic year, and a separate nationally representative sample of public school students in the first grade in the 1991-92 academic year, are tracked through 1994 (Grades 1 to 6) to document the experience of LEP students and contrast it with that of English proficient students. Chapter 1 focuses on defining the LEP population. Chapter 2 discusses the characteristics of LEP students and their families (ethnicity, language, income, family structure). Chapter 3 focuses on educational services for LEP students, and chapter 4 is concerned with the educational outcomes of LEP students, with specific focus in English proficiency, reading, math, and retention in grade. (Author/VWL)

ED 427 537 FL 025 720

Bruton, Anthony
Communicative Task-Based Learning: What Does It Resolve?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (TESOL) (Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

From Classroom to Community: Building Leadership and Advocacy Skills in the ESL Class. A Curriculum Sample.
SPONS. AGENCY- Laubach Literacy International, Syracuse, NY.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Advocacy; Class Activities; *English (Second Language); Immigrants; Instructional Materials; *Leadership Training; Needs Assessment; *Parent Education; *Refugees; Second Language Instruction; Skill Development; *Womens Education
IDENTIFIERS- Refugee Womens Alliance

The Refugee Women's Alliance, a nonprofit organization helping refugee and immigrant women achieve self-sufficiency in the United States, has developed a class integrating English-as-a-Second-Language (ESL) instruction and discussion of family issues, child-rearing, and related problems in a new cultural context. The project focuses on developing women's leadership, decision-making, and advocacy skills. This booklet describes some steps followed in the program, and provides a sample of lessons and activities used during the project. It has three sections. The first discusses conducting a needs assessment for advocacy and leadership skills development. The second looks at how to provide opportunities for learners to practice leadership skills and to plan for special events with ESL learners. The third section addresses techniques for involving learners in program planning and evaluation. Parent and participant survey questionnaires are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 427 559 FL 801 293

Celebrating International Women's Day, March 8. A Curriculum Sample. Women's Issues Series, Vol. I.
SPONS. AGENCY- Laubach Literacy International, Syracuse, NY.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Advocacy; Class Activities; *English (Second Language); Feminism; Immigrants; Instructional Materials; *Leadership Training; Parent Education; Program Development; *Public Speaking; *Refugees; Second Language Instruction; Skill Development; Speech Skills; *Womens Education
IDENTIFIERS- Refugee Womens Alliance

The Refugee Women's Alliance, a nonprofit organization helping refugee and immigrant women achieve self-sufficiency in the United States, has developed a class integrating English-as-a-Second-Language (ESL) instruction and discussion of family issues, child-rearing, and related problems in a new cultural context. The project focuses on developing women's leadership, decision-making, and advocacy skills. The material presented here includes a sample of lessons and activities used to prepare learners for celebration of International Women's Day. It includes: tips for including students in the planning process to practice leadership skills; classroom activities to help students prepare for the event, including making a presentation; and stories written by women participating in the Refugee Women's Alliance program. (MSE) (Adjunct ERIC

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Asian Americans; College Environment; College Students; Diversity (Student); Ethnic Groups; Higher Education; Majors (Students); Minority Groups; *Pacific Americans; *Racial Attitudes; *Racial Discrimination; Sex Differences; Social Development; Socialization; *Student Attitudes; Student Development; Undergraduate Students
IDENTIFIERS- *ASHE Annual Meeting; Astin (Alexander W)

This study examined personal and collegiate influences on Asian Pacific American college students' attitudes toward three racial/ethnic diversity issues. The study's organizing framework was a combination of Astin's I-E-O (inputs, environments, and outputs) model and Weidman's model of undergraduate socialization. Data were drawn from a longitudinal study of undergraduates at a large Midwestern research university and included responses from 184 Asian Pacific American students who responded to surveys in both fall 1990 and winter 1994. The study examined students' racial attitudes in three areas: (1) affirmative action principles, (2) affirmative action practices, and (3) existence of discriminatory inequality. Chi-square distributions and multiple regression analysis revealed that gender, academic major, sponsored academic programming, and perceptions of the racial climate affected Asian Pacific American students' attitudes toward affirmative action and perceptions of inequality. Tables and an appendix provide detailed analysis of the results. (Contains 55 references.) (DB)

ED 427 579 HE 031 770

Swenk, Jean M.
Strategic Planning and Fiscal Benefits: Is There a Link? ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Miami, Florida, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Decision Making; *Educational Finance; Higher Education; *Institutional Administration; Long Range Planning; National Surveys; Organizational Development; Private Colleges; Research Methodology; *Strategic Planning
IDENTIFIERS- *ASHE Annual Meeting

This study attempted to determine whether strategic planning would enhance a higher education institution's fiscal condition. It also systematically evaluated the extent of institution-wide strategic planning among private four-year postsecondary institutions in the United States. A definition of strategic planning and a conceptual framework based on rational decision-making theory guided the study's design. A mail survey of presidents of 873 private colleges and universities (106 responses) identified institutions that had engaged either in no, in minimal, or in intensive strategic planning. Tests of financial condition examined changes in financial strength, financial independence, tuition dependence, and liquidity. Analysis of variance and simple and multiple linear regression compared non-planners with planners and

ED 427 597 HE 031 788

Antony, James Soto; Valadez, James R.
An Exploration of the Job Satisfaction of American Part-Time College Faculty. ASHE Annual Meeting Paper.
SPONS. AGENCY- Association for Institutional Research.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Faculty College Relationship; Full Time Faculty; Higher Education; *Job Satisfaction; *Part Time Faculty; Quality of Working Life; *Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting; *National Study of Postsecondary Faculty

This study examined factors associated with job satisfaction among part-time faculty at different types of institutions of higher education. The study used data from the 1992-93 National Study of Postsecondary Faculty, which sampled 974 institutions and 31,354 faculty. This study analyzed the 15 items from the survey, grouped into three categories, which addressed aspects of job satisfaction: (1) satisfaction with personal autonomy, (2) satisfaction with students, and (3) satisfaction with demands and rewards. Analysis indicated that part-time faculty were statistically less satisfied than full-time faculty in terms of autonomy and students, but were equally satisfied with demands and rewards. Part-time faculty were more satisfied than full-time faculty with their jobs overall, were more committed to an academic career, and were less likely than full-time faculty to leave their current jobs for other opportunities. Part-time faculty at two-year institutions were significantly more likely than part-time faculty at four-year institutions to value tenure enough to leave their present positions to achieve it. Part-time faculty at four-year institutions appeared to be more research-oriented than their two-year counterparts. (Contains 25 references.) (DB)

ED 427 598 HE 031 789

Antony, James Soto; Raveling, Joyce S.
A Comparative Analysis of Tenure and Faculty Productivity: Moving beyond Traditional Approaches. ASHE Annual Meeting Paper.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; National Science Foundation, Arlington, VA.; National Center for Education Statistics (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Faculty College Relationship; *Faculty Evaluation; *Faculty Promotion; Faculty Workload; Higher Education; *Productivity; *Tenure
IDENTIFIERS- *ASHE Annual Meeting; *National Study of

Organizational Culture, Organizational Climate and Permanently Failing Organizations: Useful Concepts for Describing the Roots of the Romanian Educational Crisis. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Change Agents; Change Strategies; *Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; Higher Education; *Organizational Climate; Organizational Theories; Power Structure; School Restructuring; Teacher Alienation; Teacher Attitudes; Teacher Morale; Teaching Conditions
IDENTIFIERS- *ASHE Annual Meeting; *Romania

This paper compares the two educational sectors in Romania K-12 schools and higher education seeking to understand why reform in the K-12 educational system has failed while higher education reform has been more rapid and effective. The analysis uses concepts from U.S. organizational theory, such as school climate, school culture, and permanently failing organizations, to compare the healthiness of the two educational sectors. Several failures of K-12 school climate are identified, including: teacher disengagement, principals' low position in a bureaucratic hierarchy; deterioration in the social status of teaching; poverty; and a communist history of suspicion and terror. To counter these problems the authors call for reevaluation of the paradigms of educational administration, for a new school culture, for a rebuilding of the relationships between administrators and teachers, and for redefinition of the concept of performance in education. In contrast to the K-12 failures, the paper reviews some of the successes of the healthier higher education sector, where reformers have concentrated on changing administrative and managerial practices in colleges and universities, noting changes in admissions, curriculum and academic programs; in faculty hiring and evaluation and academic accreditation, in student services; and in funding mechanisms (Contains 6 references.) (CH)

ED 427 617 HE 031 867

Hendricks, Avila D.; Caplow, Julie A.
African American Faculty Perceptions of the Academic Culture and Their Professional Socialization. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the annual meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Black Teachers; College Environment; *College Faculty; Collegiality; *Diversity (Institutional); Higher Education; Intellectual Freedom; Nontenured Faculty; Organizational Climate; Power Structure; Professional Autonomy; *Recognition (Achievement); Research; Scholarship; Social Reinforcement; Social Values; *Socialization
IDENTIFIERS- African Americans; *ASHE Annual Meeting

NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Access to Education; *Adult Education; Adult Literacy; Adult Students; *Education Work Relationship; Educational Attitudes; *Educational Benefits; Educational Needs; *Family School Relationship; High School Equivalency Programs; *Reentry Students; *Student Attitudes

In this 23-minute videotape, a panel of 13 women and men of various racial and ethic backgrounds who are enrolled in a high school equivalency program in Bloomfield, Connecticut, share their thoughts about participation in adult education. In the first part of the tape, the panel members explain why they decided to return to school (desire to make family members proud, obtain a job or advance in a job, boost self-esteem). Next, the panel turns to a discussion of the trials and difficulties they face as older students (the pressure of balancing family and school and family and work, transportation and child care problems, and the pressure of being older than one's classmates). In the third segment of the tape, which is devoted to rewards, benefits, and accomplishments, the panelists explain how adult education has benefited them at home, in church, in the community, and in the workplace. Next, the panelists detail the support structures that have helped them remain in their adult education program. Special attention is paid to family and peer support. In the final segment of the tape, participants offer encouragement and advice to other adults who are considering enrolling in an adult education program. (MN)

ED 427 160 CE 078 012

Kisner, Mary J.; Elliott, Franklin E.; Foster, Pamela M.; Covington, Myrna A.; King, Marsha G.; Liou, Kun-I Tony
Professional Development Needs Assessment Survey of Inservice Clients of the Center for Vocational Professional Personnel Development at the Pennsylvania State University.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Educational Needs; Needs Assessment; Postsecondary Education; *Professional Development; Secondary Education; Teaching Methods; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Pennsylvania

The Center for Vocational Professional Personnel Development conducted a needs assessment in order to plan and deliver staff development workshops in the 34 vocational schools served in Pennsylvania's central region. Respondents from the 30 participating schools were 30 administrators and 600 teachers (371 vocational and 144 academic teachers and 85 others). Administrators' questionnaires were to be used to help to plan future inservice activities. Data from teachers' questionnaires were coded and analyzed. Descriptive statistics were used to see differences in rank order of choices between vocational and academic teachers and other personnel. In an open-ended question, teachers shared their most memorable inservice experience. This field varied greatly between schools but was consistent within them. Many sessions mentioned involved new teaching strategies with immediate practical application to sections. Section 1 helps the reader determine appropriate parameters for their program and create a management structure to support it. Section 2 helps businesses to develop a pool of skilled mentors. Section 3 gives detailed guidance for delivering high-quality worksite learning experiences and evaluating results. Section 4 and the includes forms to support mentoring efforts. Appendices contain the following: annotations of 20 print and organizational resources; table of contents of a related guide; fundamentals of worksite mentoring (communication tools, understanding the audience, learning, legal issues, involving unions, and equity issues); and definitions of workplace skills from the Secretary's Commission on Achieving Necessary Skills. (KC)

ED 427 179 CE 078 048

Merton, Bryan
Skilled! Report, Guidance & Materials on Basic Skills & Youth Work.
SPONS. AGENCY- National Literacy Trust, London (England).
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Demonstration Programs; Disadvantaged Youth; Education Work Relationship; Employment Potential; Foreign Countries; *Integrated Curriculum; *Literacy Education; National Programs; Nonformal Education; Numeracy; Partnerships in Education; *Program Effectiveness; School Business Relationship; *Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS- *England

This document includes materials from and about Skilled!, a national demonstration project that was implemented in 10 areas of England in partnership with local authority youth services and further education colleges to provide educational opportunities for disaffected and underachieving young people aged 16 and over. The first half of the document is a project evaluation that explains how more than 200 young people participated in the project, which sought to develop basic skills through youth work and informal learning, featured a recruitment and delivery style adopted from youth work approaches, and integrated basic skills instruction into youth work activities. The evaluation report covers the following topics: the Skilled! initiative, publicity and recruitment, young people's special needs, assessment outcomes, resources, accreditation, positive and negative factors, support, case studies, and young people's writing. Presented next is a pull-out section of guidelines for setting up a local Skilled! scheme that includes information on creating partnerships, funding, incentives and recruitment, teaching and learning styles, instructional materials, and student evaluation and certification. The remainder of the document consists of descriptions of programs at the 10 sites, materials from each site, site addresses and contacts, and a brief resource list. (MN)

ED 427 180 CE 078 051

Polson, Cheryl J., Ed.; Schied, Fred M., Ed.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Computer Literacy; *Education Work Relationship; Educational Benefits; Educational Needs; Emerging Occupations; Employed Women; Employment Opportunities; Employment Patterns; Employment Qualifications; Information Sources; Internet; Job Search Methods; Labor Market; *Nontraditional Occupations; Program Guides; Self Evaluation (Individuals); *Student Recruitment; *Technical Education; Technical Occupations; Transfer of Training; *Womens Education; World Wide Web

This package consists of a work force development recruitment videotape and companion career development curriculum guidebook that are designed to help practitioners encourage females of all ages to consider training for high-wage computer-based technical jobs. The 15-minute videotape discusses things women want from employment, benefits and requirements of computer-based technical jobs entail, and qualifications employers are seeking in applicants for those jobs. Although it was created to supplement the videotape, the guidebook can also be used as a minicurriculum for facilitators and learners. The following topics are among those discussed in sections 1-7: using the videotape and guidebook; women in the work force; computer jobs on the rise; occupational profiles of computer technician jobs; women and nontraditional work; assessment; and city searches (learning situations where teams of learners use a scavenger hunt format to collect information on particular topics). Sections 8 and 9 contain the following: sources of information on occupational opportunities in New York and elsewhere; addresses of websites devoted to computer-related educational and employment opportunities; New Ventures Program sites; and 21 references. The following are among the materials included: facilitator and client objectives, fact sheets, transparency masters (not in ERIC copy), and personal stories from successful women. (MN)

ED 427 197 CE 078 093

Smith, M. Cecil, Ed.
Literacy for the Twenty-First Century: Research, Policy, Practices, and the National Adult Literacy Survey.
PUB DATE- 98
NOTE- 224p.; Foreword by Paul Simon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; *Data Analysis; *Educational Policy; *Educational Research; Family Literacy; Learning Disabilities; Literacy Education; National Surveys; Public Policy; Reading Habits; Reading Skills; Recreational Reading; *Sex Differences; Two Year Colleges; *Workplace Literacy
IDENTIFIERS- *National Adult Literacy Survey (NCES)

This book focuses on results from secondary analyses of the National Adult Literacy Survey (NALS) and implications of these analyses for policy, practice, and further research on adult literacy. Part I contains an introduction and three additional chapters that provide a substantive summary of the NALS and its purposes: "Introduction: Adult Literacy Research and the National Adult Literacy Survey" (M Cecil Smith, Stephen Reder); "Literacy in America: A Brief Overview of the NALS" (Irwin S. Kirsch); "Adult Education and Literacy Public Policy: What It Is and How It Is Shaped" (Alice Johnson, Andrew Hartman); and "Dimensionality and Construct Validity of the NALS Assessment" (Stephen Reder). Part II consists of seven chapters describing

Bureau of Adult Basic and Literacy Education.; Department of
Education, Washington, DC.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; *Attendance; Evaluation Methods; *Literacy Education; Nontraditional Education; Outcomes of Education; Program Evaluation; Teaching Methods
IDENTIFIERS- *Open Entry Open Exit; 353 Project

The effectiveness of open-entry/open-exit classes was compared with that of classes in which students were required to attend a specific number of hours. Effectiveness was determined by examining academic growth, attendance, retention, and achievement of program goals. Fifty-one students entered basic education classes at the start of the project, with eight of them randomly assigned to the closed entry classes. Project outcomes included the following: (1) the procedures used to monitor student attendance worked well; (2) similarities and differences in attendance patterns were related to the teacher and not to the design of the class; (3) an attendance contract did not seem to have an impact; (4) students in both types of classes indicated that they met their goals; and (5) academic growth (at least one grade level in mathematics, vocabulary, and reading comprehension) was positively correlated to a minimum of 75 percent student attendance. A small base has been established to investigate the impact of class design on the academic growth, attendance, and retention of adult education students. The following recommendations were made: students should be tracked over several years to evaluate the programs; the data should be used for staff development; and efforts should be made to provide support services for adult education students in order to create a stable environment in order to help adult education students stay motivated. (Appendixes contain such project documents such as letters, sign-in sheets, and attendance contracts. The report contains 17 references.) (KC)

ED 427 215 CE 078 125

Roth, Cathy
LINKS from Learning to Life. Competency-Based Skill Integration Training.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Communication Skills; Consumer Economics; Employment Potential; Graphs; Health Education; *Literacy Education; Skill Development; *Staff Development; Tutoring; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS- *Comprehensive Adult Student Assessment System; 353 Project

The resource manual was developed by a staff development project

Students did not readily accept job shadowing experiences, and only three complete job shadows occurred. Although the project aimed to place 25 GED students into training programs or job interviews based on their career portfolios, only 9 students entered work after leaving the program. The resource manual developed by the project contains the following: a school-to-work activities log; directions for computer operations; a curriculum resource list with seven books, two magazines, and five videos; and brief overviews of four computer programs. A section on using the Internet includes a glossary, activities, and answer keys. The next section lists 22 websites. Each entry includes the address and classroom application(s), and some entries describe the site's content. A list of rules for comma usage concludes the manual. (YLB)

ED 427 233 CE 078 144

Train the Trainer. Final Report. Fiscal Year 1997-1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Educators; Adult Literacy; *Inservice Teacher Education; Learning Modules; Literacy Education; Professional Development; *Trainers; Training Methods
IDENTIFIERS- *Pennsylvania; 353 Project

A project designed an operational system and develop a skilled pool of trainers, in conjunction with Pennsylvania's Regional Professional Development Centers (PDCs), to deliver high-quality, uniform training modules in needed content areas to adult basic and literacy education (ABLE) staff throughout Pennsylvania. Procedures for identifying, selecting, and training trainers in cooperation with the PDCs were established. An operational system was set up in conjunction with the PDCs to facilitate scheduling and delivery of modules, to provide follow-up technical assistance to training participants, and to support and develop module trainers. During the project, 51 trainers were trained. Forty of those trainers (78 percent) delivered their modules at least one time; 14 (27 percent) delivered their modules two or more times. Fifty-two module training sessions were completed throughout the state during the project year. The training process is set to continue in future years; more emphasis on evaluation of trainers and the module delivery system was recommended. (Three appendixes include the following: (1) a module trainer job description, application form, and list of responsibilities; (2) a project articles from two newsletters; and (3) training packet materials.) (KC)

ED 427 234 CE 078 146

Cort, Maureen; Krouse, Nancy; Gonzalez, Manuel
Welfare-to-Work. A Comprehensive Manual for Adult Literacy Providers. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98

of Youths" (Stephen R. Barley); "The Benefits to Bridging Work and School" (Daniel Shapiro, Maria Iannozzi); and "On Connecting School and Work" (Ralph S. Saul). Other contents include the Report of the Board of Directors, reviews of 27 books, a list of 60 additional books, and an index. (YLB)

ED 427 251 CE 078 197

Finch, Curtis R.; Crunkilton, John R.
Curriculum Development in Vocational and Technical Education. Planning, Content, and Implementation. Fifth Edition.
PUB DATE- 99
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Computer Software Selection; Curriculum; Curriculum Design; *Curriculum Development; *Decision Making; Educational Planning; Information Seeking; *Instructional Material Evaluation; *Material Development; *Media Selection; Postsecondary Education; Secondary Education; *Vocational Education

This book presents principles for curriculum development in vocational and technical education (VTE). Section I focuses on curriculum development in a more general context. Chapter 1 conceptualizes curriculum as related to VTE. Chapter 2 provides contemporary designs for curriculum development. Section II deals with essentials of curriculum planning. Chapter 3, a foundation for this planning, emphasizes the importance of systematic decision making in curriculum planning. The next two chapters describe how information may be collected and assessed as part of this decision-making process. Chapter 4 enumerates the ways that school-related data may be gathered. Chapter 5 deals with community-related data in a similar manner. Section III deals with establishing curriculum content. Chapter 6 describes strategies a curriculum developer may use when content is being established. Chapter 7 presents the process of actually deciding what content to include. Chapter 8 details formulation of specific curriculum goals and objectives. Section IV describes the curriculum implementation process. Chapter 9 deals with the identification and selection of relevant curriculum materials. Chapter 10 is a guide for developing materials. Chapter 11 describes ways that curricula can be developed that emphasize school-to-work transition. Chapter 12 deals with systematic assessment of the VTE curriculum. Appendixes include curriculum materials and educational software assessment forms and index. (YLB)

ED 427 252 CE 078 198

Jobert, Annette, Ed.; Marry, Catherine, Ed.; Tanguy, Lucie, Ed.; Rainbird, Helen, Ed.
Education and Work in Great Britain, Germany and Italy.
PUB DATE- 97
NOTE- 309p.; Routledge International Studies in the Philosophy of Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Developed Nations; *Education Work Relationship; Educational Change; Educational Development; Employment Statistics; Females; *Foreign Countries; Job Training; *Labor Market; Literature Reviews; Sex Differences; *Unemployment; *Vocational Education; *Youth Employment; Youth Programs

of programs are discussed; recommendations are provided. Healthy students make better learners; schools and communities must address comprehensive school health issues. Active leadership by state government is required. (EMK)

ED 427 269 CG 029 087

Bangura, Abdul Karim
How Teachers Can Identify and Help To Change and Retain Deviant Students: Politeness, Decision-Making, Leadership and Conflict Resolution Strategies.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Bowie State University Faculty Development Seminar (Bowie, MD, August 13-14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Education; *College Students; Drinking; *Dropout Prevention; Drug Education; Higher Education; Identification (Psychology); Substance Abuse; *Teachers
IDENTIFIERS- Health Attitudes

This paper is about assisting teachers to identify and help to change and retain deviant students. The major focus is on the instruction and training of teachers on how alcohol and drugs affect a person's body and behavior, and the effective methods for helping to change that behavior. In order to accomplish this objective, the paper is divided into the following separate, but interrelated, sections: (1) Introduction: Teachers Can Make a Difference; (2) A Theoretical Reverberation on Alcohol, Drugs, and Deviant Behavior; (3) The Physiology of Alcohol and Drug Abuse; (4) Politeness Strategies for Communicating with Deviant Students; (5) The Teacher as Decision-Maker; (6) The Teacher as Leader; (7) The Teacher as Conflict Resolver; (8) Conclusion. (Author/EMK)

ED 427 270 CG 029 090

The High School Counselor's Handbook, 1999-2000.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Bound Students; High School Students; High Schools; *Higher Education; *Paying For College; *School Guidance; *Student Financial Aid

This handbook is designed for high school counselors guiding students through the process of applying for financial aid for postsecondary education. Using a simple, direct style, it covers the basic information, some common mistakes, and provides resource information that counselors can use or refer students to. Part 1, "General Information about Postsecondary Education Opportunities," includes sources of aid, eligibility requirements, demonstrating need, choosing a school, and opportunities for disadvantaged students. Part 2, "The Application Process for Financial Aid," covers the complete process for submitting the Free Application for Federal Student

Classroom or School; and (6) Working with Older Beginning Readers. Contains 112 references; appendixes discuss explicit instruction and suggestions; concept attainment; vocabulary development; and reading aloud. (RS)

ED 427 290 CS 013 415

McWhorter, J. YeVette; Bullion-Mears, Ann T.
Professional Development: Extending Literacy Roots.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Reading Forum (18th, Sanibel Island, FL, December 12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Faculty Development; Higher Education; *Instructional Effectiveness; *Literacy; *Reflective Teaching; *Teacher Education; Teacher Improvement

Reading, writing, and reflecting can be used as tools during teachers' professional development opportunities. Various forums and activities that support an evolving view of professional development tend to encourage active participation and decision-making, reflective practice, and constructing knowledge based on discussions and readings. Book talks center around a topic of interest. Learning autobiographies (in which the writers investigate systematically their pasts as learners, discovering strengths and potential blind spots) help teachers encourage learning in their students. Professional development groups involve from three to six participants, reading and discussing the same text or multiple texts on the same professional topic. Professional Resource Infomercials require participants to review a professional book and then prepare a commercial to entice the audience to read the resource. Various publishing opportunities, in-class or out, help writers develop sensitivity to their audience and gain confidence in their abilities. Reflective journal writing may be useful in conjunction with almost all of the other forums. Structured Sustained Silent Reading (SSSR) is useful with preservice teachers, who read self-selected articles chosen from a classroom collection. Teacher research can lead to understanding children in classrooms and the teaching/learning that occurs on a daily basis. Teacher study groups/book groups give teachers a place to share ideas and explore new avenues in a social context that supports critical dialogue and reflection. Contains 29 references. (SR)

ED 427 291 CS 013 416

Liberman, Isabelle Y.; Shankweiler, Donald; Liberman, Alvin M.
The Alphabetic Principle and Learning To Read.
PUB DATE- 89
NOTE- 38p.; Reprinted from "Phonology and Reading Disability: Solving the Reading Puzzle," International Academy for Research in Learning Disabilities Monograph Series.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Elementary Education; *Emergent Literacy; *Phoneme Grapheme Correspondence; *Phonics; *Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Research

ED 427 312   CS 013 442

Venetis, Anna
Teaching Vocabulary: Within the Context of Literature and Reading or through Isolated Word Lists.
PUB DATE- 99
NOTE- 29p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- High Schools; *Instructional Effectiveness; Novels; Reading Research; *Vocabulary Development; *Word Lists
IDENTIFIERS- Great Expectations

This study was conducted to determine which method for vocabulary instruction was most beneficial: learning words through the context of literature and reading or through isolated word lists. Subjects, 45 high school students taking Freshman English, were divided into 2 groups. All students were studying Charles Dickens' novel "Great Expectations." The first group consisted of 22 students and they used isolated word lists. The second group of 23 students learned their words while reading. Both groups were given a pre- and posttest. The results showed no significant difference in the mean gains of both samples. Rather, both methods of vocabulary instruction produced gains in vocabulary. (Contains 24 references and 2 tables of data; an appendix contains a vocabulary test.) (Author/RS)

ED 427 313   CS 013 443

Doyle, Carole S.
The Use of Graphic Organizers To Improve Comprehension of Learning Disabled Students in Social Studies.
PUB DATE- 99
NOTE- 42p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Content Area Reading; High Schools; History Instruction; *Instructional Effectiveness; Learning Disabilities; *Reading Comprehension; Reading Research; *Social Studies; Study Skills
IDENTIFIERS- *Graphic Organizers

This study examined the effectiveness of two approaches to enhancing the reading comprehension of learning disabled students in the social studies content area. An approach using the graphic organizer in the form of visual displays was compared to the traditional method in which students were presented content through lecture, text, and linear notetaking. Four chapters from the history text were chosen and taught to eight senior high school learning disabled students over a period of four months, approximately 41 minutes daily. Two chapters were taught using graphic organizers as a teaching method and study tool, and two chapters were taught via lecture/linear notetaking. Posttests on each chapter were given. Results indicated significant positive effects favoring graphic organizer instruction. (Contains 33 references and a table of data; appendixes contain 5 graphic organizers.) (Author/RS)

ED 427 314   CS 216 574

Pelias, Ronald J.
Performative Writing as Scholarship: An Apology, an Argument, an

Literacy, Opportunity, and Economic Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Cultural Context; *Economic Factors; *Literacy; Oral History; *Personal Narratives
IDENTIFIERS- Life History Method; *Literacy as a Social Process; Literacy Events; *Wisconsin (South)

For several years a researcher has been tracking the changing conditions of literacy learning as they have been experienced by ordinary people living through them. The purpose was to understand what sharply rising standards for literacy have meant to successive generations of Americans and how they have responded to steady changes in the meanings and methods of literacy learning. In wide-ranging discussions people were asked to remember everything they could about how they learned to write and read across their lifetimes, focusing particularly on the institutions, materials, people, and motivations involved in the process. The aim was to gather a chronicle of literacy learning set within the economic and cultural movements that changed the landscape of southern Wisconsin from an overwhelmingly agrarian society at the turn of the 20th century into a nexus of information and service economies at the turn of the 21st century. The case studies of two prototypical women give rise to a discussion which looks at sponsorship patterns in the literacy opportunities of these women. The larger aim is to extract from their experience lessons that can be applied to literacy learning in any economic configuration. (Contains 12 endnotes and 38 references.) (NKA)

ED 427 336 CS 216 603

Johnston, Peter
Unpacking Literate "Achievement."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Epistemology; Grade 4; Intermediate Grades; *Literacy; *Scientific Concepts; *Social Cognition; *Student Development
IDENTIFIERS- *Discourse Communities

This paper explores what it means, and what it might mean, to "achieve" in literacy. The paper points out that, although there is considerable concern over the misrepresentation of literate achievement by standardized tests, there has been substantially less demonstration of what is being left out, that is, exactly what of significance is achieved beyond the standardized test. The paper uses as an example one that primarily involves what might be classified as science; science was chosen to emphasize the broader issues of literate thinking. It draws attention to the epistemological, scientific, and social aspects that students are learning. According to the paper, students in this fourth-grade classroom sustained conversations relating to books, science, spelling,

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *Educational Games; Group Behavior; *Group Dynamics; Higher Education; Speech Communication; *Speech Instruction; Teaching Methods

IDENTIFIERS- *Tangrams

Describing a game-playing concept called "Tangoes" which is also known as the ancient Chinese puzzle game of Tanagram, this paper offers a teaching method which enables students to better understand the roles played in groups as well as how groups function. The paper contains a list of materials, an explanation of the process, usage variations, and a brief discussion on how to use the game. (CR)

ED 427 357 CS 509 989

Peters, Kelly Jo

Comments, Names or Ranks: How the Validity of a Ballot Is Determined.

PUB DATE- 98

NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Judges; *Persuasive Discourse; Public Speaking; *Student Evaluation; Surveys; *Validity

IDENTIFIERS- *Debate Coaches

A study examined how debate coaches determine the validity of a ballot and how coaches can pass those validity judgments on to students. A survey consisting of five questions was attached to judging schedules at the 1998 L.E. Norton Individual Events Tournament held at Bradley University (Illinois) in November 1998. Surveys were distributed to 64 coaches and 18 were collected. Results indicated that most coaches discussed ballots with their students. Results also indicated that coaches determined validity by: (1) looking to a ballot's comments; (2) knowing the judge and the competitive reputation of a school a judge is from; and (3) giving credence to a ballot comes from a former national champion or former competitor. (Contains 2 tables of data and 10 references.) (RS)

ED 427 358 CS 509 990

Emmert, Philip; Smilowitz, Michael

Unraveling the Administrative Tangles in JMU's Speech Communication and General Education Programs.

PUB DATE- 98

NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Change; General Education; Higher Education; *Introductory Courses; Models; Program Descriptions; Program Implementation; *Speech Communication; Teacher Burnout;

Higher Education; *Humor; *Student Attitudes; *Teacher Behavior; Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Teacher Immediacy

The use of humor in the classroom has been investigated using a variety of humor operationalizations and methodologies with mixed results. The present study examined the role of teacher humor orientation (HO) rather than specific humorous behaviors. The relationship between teacher humor orientation and learning was the focus of this study. Subjects, 314 students enrolled in one of two introductory communication courses at a mid-sized Midwestern university, completed a variety of measures regarding the instructor of their class immediately before their communication class. Results indicated that a high humor orientation was associated with increased student learning. Teacher humor orientation was also examined in relation to nonverbal immediacy and sociocommunicative style. Additionally, the interaction between teacher humor orientation and student humor orientation on learning was examined. It was found that high HO students learned more with a high HO teacher. Contains 60 references, a figure, and 3 tables of data. (RS)

ED 427 378 CS 510 015

Frymier, Ann Bainbridge; Mongeau, Paul A.
Communicating with Touch in the Teacher/Student Relationship.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997). For a related study, see CS 510 016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Nonverbal Communication; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Physical Contact; *Touching

Touch is an important and powerful form of communication that is often avoided for fear of negative interpretations. However, touch has also been associated with positive relational and educational outcomes. In this study, descriptions of touch that occurred between teachers and undergraduate students were elicited from students and then sorted using S. E. Jones' (1994) categories of touch. Additionally, the relational messages (J.K. Burgoon & J.L. Hale, 1987) and attitudes toward the teacher and course associated with the different types of touch were examined. Findings suggest that touch plays an important role in developing close professional relationships such as between teacher and student. Contains 21 references and 3 tables of data. (Author/RS)

ED 427 379 CS 510 016

Frymier, Ann Bainbridge; Mongeau, Paul A.
Differentiating Comfortable from Uncomfortable Teacher-Student Touches II: Hugs, Hits, and Handshakes.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Saratoga Springs, NY, April 23-26, 1998). For an earlier study, see CS 510 015.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Marsh, David D., Ed.; Codding, Judy B., Ed.
The New American High School.
PUB DATE- 99
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum; *Curriculum Development; *Curriculum Enrichment; *High Schools; *Mastery Learning; *Performance Based Assessment; Standards
IDENTIFIERS- *Certificate of Initial Mastery

This book proposes strategies for improving high schools based on high standards, particularly the idea of the Certificate of Initial Mastery (CIM), and discusses changes necessary to ensure that all students attain mastery. Part 1, "Where We Are and Where We Ought to Be," contains two chapters. In "Just Passing Through: The Life of an American High School," Judy B. Codding and Robert Rothman analyze the failure of a high school where students consistently fall below the state norms and describe the challenges facing high schools today. In "How Did We Get Here, and Where Should We Be Going?," Marc S. Tucker examines the evolution of the American high school over several decades. Part 2, "The New American High School: A Standards-Driven Experience," contains four chapters. In "Standards and Assessment: The Foundation of High Student Achievement," Robert Rothman describes the kind of performance standards that are needed, and distinguishes them from content standards. In "Rethinking Curriculum and Instruction in the New American High School," David D. Marsh and Philip Daro delineate principles of constructing a high school curriculum that addresses performance standards. In "Standards-Based Classrooms in High Schools: An Illustration," Sally Hampton depicts how a classroom in a new standards-based high school would look and function. In "Beyond the CIM: Pathways to the Future," Jacqueline Kraemer, John Porter and Marc S. Tucker specify different programs for students who wish either to prepare for college after achieving their CIM or to seek an occupational certificate. Part 3, "The New American High School: A Standards-Driven System" contains three chapters. In (7) "A New High School Design Focused on Student Performance," Judy B. Codding and Marc S. Tucker offer a design for the new high school that will get every student to CIM standards. In "District Redesign: Direction, Support, and Accountability for Standards-Based High Schools," David D. Marsh and Michael Strembitsky discuss the obligation of school districts to define the standards that students will reach and the role of specific professionals responsible for certain aspects of student performance. In "Some Tough Choices Ahead," David D. Marsh summarizes key elements and choices facing schools. (Contains 59 references, an epilogue, and selected bibliography.) (RIB)

ED 427 399 EA 029 621

Parrish, Thomas B., Ed.; Chambers, Jay G., Ed.; Guarino, Cassandra M., Ed.
Funding Special Education. Nineteenth Annual Yearbook of the American Education Finance Association.
PUB DATE- 99
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

healthy development of infants, toddlers, and young children, and augmenting services to disadvantages children; (7) "K-12/Postsecondary Collaboration" looks at how these two systems work together to improve student achievement and access to college; (8) "Comprehensive School Reform" takes a critical look at whole-school reform and offers some lessons learned from New American Schools; and (9) "Governance" comments upon the current trend toward decentralization and the applicability of state intervention when necessary. Contains relevant websites, telephone phone numbers, and ECS publications. (RIB)

ED 427 417 EA 029 655

Rossow, Lawrence F.; Parkinson, Jerry R.
The Law of Student Expulsions and Suspensions. Second Edition. Monograph Series, No. 62.
PUB DATE- 99
NOTE- 66p.; For monograph series, No. 61, see ED 422 629.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Law; Compliance (Legal); Court Litigation; Discipline Policy; Elementary Secondary Education; Expulsion; *Legal Responsibility; Punishment; Student Rights; *Suspension
IDENTIFIERS- Fourteenth Amendment; Goss v Lopez

In 1975, the Supreme Court decision in "Goss versus Lopez" established the foundation of procedural law in student suspensions. This text focuses on procedural aspects of the expulsion and suspension of students. It is devoted to the elementary and secondary public-school settings involving regular-education students. It describes how the constitutional basis for due process for students can be traced to the 14th Amendment, which states that a person cannot be deprived of life, liberty, or property without due process. The "Goss" decision established that a student's education is a property interest. The text looks at requirements for giving notice of long-term suspensions and expulsions, the timeliness of hearings, the persons who should receive notice, and location of the student pending the hearing. It outlines what should happen in the formal hearing, issues surrounding self-incrimination and the right to remain silent, the Miranda warning for students, double jeopardy, the public hearing, and the right to counsel. The book also provides information on access to evidence, sufficiency of evidence, voluntary confessions, imposing penalties, witnesses, and recording the hearing. Short-term suspensions are treated separately, and special concerns such as inschool suspensions, school-bus suspensions, timeliness of suspensions, and suspensions from extracurricular activities are addressed. (RJM)

ED 427 418 EA 029 657

Elementary and Secondary Education: Ed-Flex States Vary in Implementation of Waiver Process. Report to the Chairman, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

High Expectations: An Action Plan for Implementing Goals 2000.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Adult Education; Educational Administration; Educational Change; Elementary Secondary Education; *Excellence in Education; Politics of Education; Student Evaluation
IDENTIFIERS- *Goals 2000

This book offers a blueprint to help schools and students achieve high standards. It provides school leaders with action strategies for beginning or revisiting their reform efforts; each chapter reviews research on areas related to each of the eight Goals 2000. The introduction focuses on school reform over the past 50 years and the changes that have created organizational demands for a new approach to restructuring. Chapter 1 addresses children's readiness to learn and strategies for implementing an appropriate preschool learning environment. Characteristics of high-school dropouts and other school problems are examined in chapter 2, which emphasizes ways to increase graduation rates. Chapter 3 provides tips for increasing student achievement, and chapter 4 explores how to train a talented work force of professional educators. Chapter 5 discusses strategies for reform in science and mathematics, outlining three approaches for integrating science and mathematics, creating a plan for assessment, and integrating technology with mathematics and science education. Adult literacy and safe schools are explored in chapters 6 and 7, respectively, with each chapter providing strategies to reach these goals. Ways to involve parents in schools, such as establishing parent centers, are outlined in the last chapter. An epilogue looks at the challenges facing implementation of Goals 2000. Resource A presents a summary of the National Education Goals and Strategies for Implementation. (RJM)

ED 427 437 EA 029 689

Bradshaw, Lynn; Buckner, Kermit
From the "Springfield Development Program" to the "21st Century School Administrator Skills (SAS) Program."
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (NASSP) Assessment Directors (Louisville, KY, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; *Administrators; *Educational Administration; Guidelines; Leadership Training; *Professional Development; School Administration; Secondary Education
IDENTIFIERS- National Association Secondary School Principals

This paper discusses the use of simulations in the professional development of school leaders. It compares two National Association of Secondary School Principal (NASSP) programs: the "Springfield Development Program" and the "21st Century School Administrator Skills Program" (SAS) and identifies the

*Human Factors Engineering; *Work Environment
This paper describes ergonomics and the need to adapt worksites and technologies for individuals with physical or sensory disabilities. It provides suggestions for how to design an appropriate setup, design considerations, environmental considerations, chairs, monitor height, ambient noise, light, and electricity. Recommendations include: (1) interview users about their specific needs and learn about the latest ergonomic design characteristics; (2) assess the physical and sensory abilities of the individuals, including his or her posture, arm and hand placements, backrest, and lumbar support; (3) review illumination, space and time; (4) provide adjustable desktops to allow adjustments for adults and students of all sizes and physical impairments; (5) allow users to pick a chair that best fits individual needs; and (6) reduce noise from printers, fans, and air conditioning, system cooling, and power supply units. Hazards such as pesticide oxidation and ozone emission are also discussed. Web site information is provided for four organizations that have information on topics related to ergonomic design. (CR)

ED 427 456 EC 307 025

Children and Youth at Risk of Emotional Disturbance: Risk Factors and Symptoms.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Biological Influences; Elementary Secondary Education; *Emotional Disturbances; *Environmental Influences; Family Influence; Health Services; *High Risk Students; Infants; Mental Health Programs; Preschool Children; Preschool Education; *Prevention; *Student Characteristics; *Symptoms (Individual Disorders); Toddlers
IDENTIFIERS- Minnesota
Designed to assist Minnesota educators and mental health professionals in developing comprehensive mental health services for children, this report summarizes research findings and issues in the area of primary and secondary prevention of emotional disturbances in children. It begins by reviewing factors found to contribute to emotional disturbances, including organic factors, stress, and exploitation, and factors found to promote mental health, such as coping skills, self-esteem, and social support. The number of children in Minnesota with an emotional disturbance is discussed, and the following risk factors for emotional disturbance are listed: (1) major physical illness; (2) premature birth; (3) low birth weight; (4) difficult temperament; (5) children who have experienced physical or sexual abuse or neglect; (6) parental illnesses such as schizophrenia, chemical dependence, or mood disorders; (7) insecure attachment to the family; (8) teenage parenthood; (9) homelessness; (10) lack of social support; (11) poverty; and (12) foster care placement. Symptoms of emotional disturbances that indicate the need for some professional evaluation are provided for infants, toddlers, preschoolers and kindergartners, elementary and middle school children, and junior high and high school age adolescents. (Contains 28 references.) (CR)

ED 427 457 EC 307 027

Slemon, Jill C.; Shafrir, Uri

opportunities. Experiences of the Community Membership Project indicate that participants in the program have become independent and able in many facets of their personal lives. (Contains 10 references.) (CR)

ED 427 475 EC 307 046

Fernandez, Roy Ceferino; Rodriguez, Diane
Accommodating Needs of Culturally and Linguistically Diverse Exceptional Learners through Reflective Praxis.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Council for Exceptional Children/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners (Washington, DC, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Cultural Differences; *Disabilities; Elementary Secondary Education; *Language Minorities; Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); *Teacher Competencies; Teacher Improvement

This paper addresses the importance of the preparation of qualified bilingual teachers and the need for certified, qualified, well-trained bilingual special education teachers. Specifically, it identifies and discusses competencies needed by bilingual special education teachers, discusses the need for reflective practice in the preparation of bilingual special education teachers, and suggests activities which teacher educators could implement as ways of developing reflective practice among bilingual special education teachers. The five major professional competencies for preparing teachers for work with bilingual exceptional students are identified as: (1) respect for students' language variety; (2) techniques and tools of student assessment; (3) understanding the role that culture plays in learning; (4) planning and delivery of instruction; and (5) the need for professionalism. Teacher activities that encourage reflective practice are described and include journal writing, narrative and story writing, and teacher research/case study analysis. (Contains 79 references.) (CR)

ED 427 476 EC 307 047

Attawell, Kathy, Comp.
Caring with Confidence: Practical Information for Health Workers Who Prevent and Treat HIV Infection in Children. AHRTAG Briefing Paper.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Health; Clinical Diagnosis; Developing Nations; *Disease Control; Family Programs; Foreign Countries; *Health Personnel; Health Services; Infants; Intervention; *Outcomes of Treatment;

Diversity (Student); Economically Disadvantaged; Elementary Education; *Enrichment Activities; *Gifted; *Instructional Effectiveness; *Minority Group Children; Questionnaires; *Special Programs; Student Attitudes; Teaching Methods; Urban Education; Urban Schools

This study addressed the questions and the challenges presented in the report by the United States Department of Education, Office of Educational Research and Improvement, entitled "National Excellence: A Case for Developing America's Talent." Consistent with the priorities of the Jacob Javits Act, this study was designed to assess the impact of providing gifted education pedagogy, specifically, a series of enrichment clusters, to the entire population of two schools in economically disadvantaged urban settings with a high percentage of minority students. Three elementary schools in two urban districts were selected to participate in the study. In one school from each of these districts, enrichment clusters were implemented and one school served as a comparison site. Students in each treatment school attended a pilot and two series of enrichment clusters. Students in all schools were assessed regarding their attitudes toward school and their content area preferences, and students from the treatment schools responded to questions regarding the enrichment clusters. Data were also collected from parents and teachers related to school satisfaction, use of enrichment strategies, and other variables. Qualitative data were collected from teachers, administrators, students, and parents about the implementation of enrichment clusters. With regard to student interests, attitudes, and products, the findings were positive. Students indicated that they enjoyed their clusters, and students involved in the clusters displayed stronger interests than students from the comparison school. Approximately 90% of the students completed products in their clusters and there was no difference in the frequency of products completed when examined by achievement, gender, special program placement, or ethnicity. With regard to the quality of products, no differences were found among various achievement levels of students, perhaps indicating interests and commitment help to increase the quality of the products developed by students of various achievement levels in the enrichment clusters. Teacher practices were affected both in the enrichment clusters and in the teachers' regular classrooms. Advanced content was integrated into 95% of the clusters and included areas such as introduction of new concepts and content, teaching specific investigative methodologies, use of advanced vocabulary and authentic "tools," and use of advanced thinking and problem solving strategies. Approximately 60% of the teachers who facilitated clusters indicated that they transferred strategies and content from the clusters into their classrooms, although this had not been requested of these teachers. (Author)

ED 427 496 EF 005 161

Rebuilding America's Schools. Facilitator's Guide.
PUB DATE- 98
NOTE- 31p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bond Issues; Education Work Relationship; Educational Facilities Improvement; *Educational Quality;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Language Proficiency; Language Research; *Language Tests; Second Language Learning; *Second Languages; Simulation; *Spanish; Student Evaluation; Testing
IDENTIFIERS- *Oral Proficiency Testing; Texas Oral Proficiency Test

A study examined the varying degrees to which learners of Spanish at the intermediate and advanced levels use paragraph-like structure in their answers during a simulated oral proficiency exam. Subjects were 24 students preparing for the Spanish Texas Oral Proficiency Test. Data from simulated oral proficiency interviews were compared to a model template reflecting the organization of most advanced-level learners for this task. Analysis reveals that the advanced learners provided more propositions and supporting statements, closely following the proposed model. Intermediate students provided fewer propositions and supporting statements, and either do not complete the paradigm or begin to diverge from their original intent. The less proficient students usually worked at the level of the single proposition with single supporting statement, and used other strategies to compensate for their difficulties. It is proposed that the template approach be used in the assessment of foreign language oral proficiency in the classroom, since it can reveal more of the global expression of ideas, as contrasted with the evaluation of discrete items such as verb conjugation and agreement errors. (MSE)

ED 427 518 FL 025 690

Ramirez-Mayberry, Maria
Acquisition of Spanish Definite Articles by English-Speaking Learners of Spanish.
PUB DATE- 98
NOTE- 19p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Determiners (Languages); English; *Interlanguage; Introductory Courses; *Language Patterns; Language Research; Linguistic Theory; Second Language Learning; *Second Languages; *Spanish; *Transfer of Training
IDENTIFIERS- Contrastive Analysis Hypothesis; *English Speaking

A study examined the stages of acquisition of Spanish definite articles by two groups of English-speaking learners enrolled in their first semester of Spanish. The approach taken was to analyze writing samples produced by the groups at different times during the semester, to obtain the basis for a pseudo-longitudinal analysis of article usage. The main goal was to expose variability in the students' interlanguage systems and to propose early developmental stages in the acquisition of articles. Results support studies postulating a natural order of acquisition, and showed a relatively significant incidence of first-language (L1) transfer consistent with the weak form of the Contrastive Analysis Hypothesis. L1 interference seems to be only one of many factors in acquisition. Existing theories on natural order of acquisition and interlanguage provide a framework for analyzing the results. Interaction of several factors (simplification, communicative value, frequency of input, first language transfer) was useful in accounting or some of the stages of acquisition suggested by these results.

Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; Educational Strategies; English (Second Language); Linguistic Theory; *Second Language Instruction; *Second Languages

A discussion of communicative task-based second language learning looks at what differentiates a number of related classroom approaches: (1) two orientations, one focusing on learning-to-communicate and the other on communicating-to-learn; (2) emphasis on input, reception, and analysis in contrast to emphasis on communicative tasks; (3) specification of language content and related tasks; and (4) classroom procedures. The focus is on the teaching of English as a second language. Contains 15 references. (MSE)

ED 427 538 FL 025 721

Cheah, Yin Mee; Cheung, Wing Sum
What Do You Mean by "User-Friendly"?: Pre-Service Teachers Evaluate Language Software.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Software Evaluation; *English (Second Language); Evaluation Criteria; Foreign Countries; Higher Education; *Language Teachers; Preservice Teachers; Second Language Instruction; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Singapore

A survey of 24 English-as-a-Second-Language teacher trainees in Singapore elicited their top five criteria for evaluating language-learning software and their interpretations and understanding of one criterion, "user-friendliness." It was found that in general, this was the first criterion listed for software evaluation; the others were, in descending order of mention, appropriateness, interest, use of animated graphics, educational value, quality of being fun to use, and relevant content. The most popular definitions for "user-friendly" included: simple to use or having simple instructions; having help easily available; ease of navigation; useful icons; and technical knowledge not required. The potential for ambiguity in use of the term is highlighted. It is noted that a majority of the respondents saw themselves as below-average in computer expertise and were concerned about the amount of time available for using technology in a highly-structured classroom and curriculum, and lack of technical support. Implications for policy and practice are examined briefly. Contains 19 references. (MSE)

ED 427 539 FL 025 734

Cenoz, Jasone, Ed.; Genesee, Fred, Ed.
Beyond Bilingualism: Multilingualism and Multilingual Education. Multilingual Matters Series.
PUB DATE- 98
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Basque; *Bilingual Education; *Bilingualism; Case

Clearinghouse on Literacy Education)

ED 427 560 FL 801 294

Family Violence: A Curriculum Sample. Women's Issues Series, Vol. II.
SPONS. AGENCY- Laubach Literacy International, Syracuse, NY.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Advocacy; Change Strategies; *Child Abuse; Cultural Context; Discussion (Teaching Technique); *Emotional Abuse; *English (Second Language); *Family Violence; Immigrants; Instructional Materials; Refugees; Second Language Instruction; *Sexual Abuse; *Womens Education

The materials in this curriculum sample are written as an English-as-a-Second-Language (ESL) lesson for immigrants and refugees, designed to begin discussion of family violence. An introductory section outlines issues related to discussion of family violence in the classroom setting, including the importance of opening lines of communication and disseminating information, techniques for advocacy, attitudes about family violence, and resistance to change. The lesson consists of a picture with questions for discussing interpretations, definition of forms of violence, activities for examining personal relationships, a story and related comprehension questions, identification of phases in the cycle of violence, language exercises, and followup activities. Some useful resource materials and organizations are also listed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 427 561 FL 801 295

Technology and the ESL Classroom: Equipping Students To Function in the Modern World.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Computer Literacy; Computer Oriented Programs; *Computer Software; *Computer Uses in Education; *English (Second Language); *Information Sources; Second Language Instruction; Welfare Services; Word Processing; *World Wide Web; Writing (Composition)
IDENTIFIERS- Arlington Education and Employment Program VA; Web Sites

The guide discusses the role of computers in the English-as-a-Second-Language (ESL) classroom, drawing heavily on the experiences of the Arlington (Virginia) Education and Employment Program (REEP). After an introductory section, chapters address these topics in brief articles written by practitioners: initial considerations in program design (the benefits and challenges of technology, learner attitudes about computer use); computers and language learning (what computers minimal planners with intensive planners. The study found no significant differences between the fiscal condition of institutions before and after planning began, between planners and non-planners, nor between minimal and intensive planners. On average, more positive (though not statistically significant) change in fiscal condition was experienced by the non-planning institutions. Tables of results are appended. (Contains 101 references.) (DB)

ED 427 580 HE 031 771

Thomas, Scott L.
Ties That Bind: A Social Network Approach to Understanding Student Integration and Persistence. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Miami, Florida, November 5-8, 1998). Study supported by a grant from the Joseph and Helene Pollock Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; College Students; Higher Education; Peer Relationship; Social Integration; *Social Networks; Sociometric Techniques; Student Attitudes; Student Development; Student Subcultures
IDENTIFIERS- *ASHE Annual Meeting; Tinto Model

This study examined the social networks of college students and how such networks affect student commitment and persistence. The study's theoretical framework was based on application of the social network paradigm to Tinto's Student Integration Model, in which a student's initial commitment is modified over time as a result of the student's integration into the campus community. Freshmen enrolled for the spring 1993 semester responded (322 of 379) to the First-Year Experiences Survey, which involved identifying students with whom they frequently spoke and the dimensions on which they related to these students. Results were compared with enrollment data for the fall 1993 semester to identify students returning for their sophomore year. The largest effect on persistence was associated with the number of nominations received from other students, and this factor operated indirectly through enhanced social integration, institutional commitment, and intention. Overall, students with broader, well-connected networks were more likely to persist, whereas students with a higher proportion of ties falling within their social peer group were less likely to persist. (Contains 52 references.) (DB)

ED 427 581 HE 031 772

Thomas, Scott L.
Deferred Costs and Economic Returns to College Major, Quality, and Performance: Recent Trends. ASHE Annual Meeting Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Center for Education Statistics (ED), Washington, DC.; American Educational Research Association, Washington, DC.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Miami, Florida, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Postsecondary Faculty

This study explored the association between tenure and college faculty productivity by comparing the efficacy of traditional and alternative definitions of faculty productivity and different productivity measurement systems. Specifically, the study addressed how college faculty use their time, how time spent on "scholarly" activities compares to time spent on other activities, differences between tenured and nontenured faculty in traditional "scholarly" productivity, differences in productivity between groups when scholarship is defined more broadly, and policy implications for using traditional and nontraditional forms of productivity evaluation. Data were drawn from the 1993 National Study of Postsecondary Faculty which sampled 974 institutions and 31,354 faculty. Results show that faculty with tenure are not less productive than their counterparts without tenure. Tenured faculty teach less than nontenured faculty but engage in more service and administrative activity. Results suggest that post-tenure review systems often recognize the multidimensional nature of faculty work; they also suggest that pretenure faculty work that extends beyond the scope of traditional scholarship should be recognized as important in the tenure decision process. (Contains 72 references.) (DB)

ED 427 599 HE 031 790

Nunez, Anne-Marie

First-Generation Students: A Longitudinal Analysis of Educational and Early Labor Market Outcomes. ASHE Annual Meeting Paper.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 98

NOTE- 57p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; College Choice; *College Outcomes Assessment; *College Students; Education Work Relationship; Employment Opportunities; *Family Characteristics; Higher Education; *Labor Market; Longitudinal Studies; Tables (Data); Time to Degree; Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting; Beginning Postsecondary Students Long Study; *First Generation Students

This paper provides initial results of a longitudinal study of a nationally representative sample of first-generation students, their college choices, their academic and social integration into the institution, their postsecondary persistence and attainment outcomes, and their labor market outcomes. The study analyzed data from the 1989-90 Beginning Postsecondary Students Longitudinal Study, which found that first-generation students had particular demographic and enrollment characteristics. They were more likely to be female, older, and independent; to have dependents and lower incomes; to be enrolled in two-year institutions; and to be enrolled part time. First-generation students were more likely than other students to value improving their financial and professional status but were less likely to complete their postsecondary education within five years. Five years after beginning postsecondary education, first-generation students who had achieved certificates or degrees were employed in similar positions and earned salaries

This study examined the perceptions of African American faculty on their socialization to the academic professional culture, and is based on the premise that the process of such socialization is circumscribed by the organizational culture. Taking a qualitative research approach, the study used a three-part interview process. The focus of the first interview was on establishing the context of interviewees' experience; the second part was structured to foster participants' reconstruction of experiential details; and the final interview encouraged participants to reflect on the meaning of their experiences. The study involved 19 African American faculty; 11 held tenure-track appointments, 2 were adjunct or non-tenure track assistant professors, 4 were associate professors, and 2 held administrative as well as faculty positions. Analysis of the data defined three processes socialization, adaptation, and devaluation by which organizations socialize members and impart values and goals. Following a focus group interview, a fourth category, guarding the gate, emerged. While the study confirmed the notion that academic freedom was a unifying core value, some participants felt that white colleagues discredited or devalued their scholarly contributions and reported that they felt pressured by the academic environment to compromise their research interests to conform to values associated with Eurocentric mainstream research. (Contains 47 references.) (CH)

ED 427 618 HE 031 868

Green, Denise O'Neil
"Facing the Battle": A Study of Michigan's and Maryland's Institutional Responses to Affirmative Action Litigation. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Case Studies; College Desegregation; Compliance (Legal); Concept Formation; Diversity (Institutional); Higher Education; Institutional Characteristics; Institutional Environment; Institutional Survival; *Legal Problems; *Organizational Climate
IDENTIFIERS- *ASHE Annual Meeting; University of Maryland; University of Michigan

This study sought to understand the institutional behavior processes that occur when institutions are faced with anti-affirmative action litigation. A dual case study, conducted at the University of Maryland and at the University of Michigan, was designed to develop concepts linking litigation and institutional response. Using a grounded theory approach, three conceptual schemes entrenchment, battle, and retreat emerged. The first set of responses occurred in the period prior to litigation or during a period of threatened litigation; the second while litigation was pending; and the third set occurred post-litigation. In all three conflict models, aspects of retreat response and aftermath were essentially underdeveloped. The findings indicate that both institutions engaged in various activities to maintain their affirmative action stance legally, socially, and politically. There was also evidence of the institutions engaging in strategies that incorporated polar responses in order to meet diverse objectives. Following the introduction to the problem there is a summary of the classrooms. When rank-ordering staff development initiatives, vocational teachers chose teaching strategies first, discipline-specific updates second, and common planning time third. Academic teachers chose common planning time first, discipline-specific updates second, and teaching strategies third. Others chose common planning time first, teaching strategies second, and professional conferences third. In an open field, teachers listed other ideas, many of which included technology topics. (Appendixes contain 49 references and the survey instruments.) (YLB)

ED 427 161 CE 078 018

Barham, Lyn; Hoffbrand, Jill
Advocacy in Career Guidance. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Programs; *Advocacy; *Career Guidance; Counseling Techniques; *Counselor Client Relationship; *Counselor Training; Foreign Countries; Models; Professional Development
IDENTIFIERS- *Great Britain

In career guidance, advocacy and self-advocacy encompass a continuum from adviser action separately on behalf of a client, through shared activity, to action by the client alone. Wherever individual clients fall on the continuum, advocacy can be conducted in a manner that empowers them. Modeling is an important aspect of the process of empowerment across the advocacy/self-advocacy continuum. Career advisors can be active in ways that provide models clients can adopt. The national standards underpinning Britain's National Vocational Qualifications for guidance contain a five-stage model for advocacy: (1) explaining advocacy and agreeing that it is appropriate; (2) considering the client's options and agreeing which one to pursue; (3) preparing information and approaches, including contingencies for responses; (4) conducting advocacy in line with the client's wishes and preferences; and (5) ensuring understanding of and commitment to the outcomes of advocacy. According to a study of career services in England, career counselors are using advocacy as follows: address client's internal problems and external problems; partner with other agencies to help surmount barriers facing clients; help clients develop self-advocacy skills; and develop one-on-one mentoring relationships. Advocacy training for career counselors should focus on development of negotiating, motivational interviewing, and mentoring skills. (MN)

ED 427 162 CE 078 019

Killeen, John; Sammons, Pamela; Watts, Tony
Careers Work and School Effectiveness. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English

Challenge and Change. Proceedings of the Annual Conference of the Commission of Professors of Adult Education (Nashville, Tennessee, November 4-5, 1994).

PUB DATE- 94

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Adult Learning; Change Strategies; Continuing Education; Distance Education; Educational Change; *Educational Needs; Educational Policy; Educational Research; Educational Theories; Educational Trends; Ethics; Foreign Countries; Futures (of Society); Higher Education; International Cooperation; *Lifelong Learning; Literacy Education; Needs Assessment; Questionnaires; Research Methodology; Role of Education; *Schools of Education; Teacher Education; Teaching Methods; Theory Practice Relationship; Trend Analysis; Womens Education

This conference proceedings includes the following papers: "Professors of Adult Education, Colleges of Education, and the Transformation of the Research University" (Common); "The Future of Adult Education" (Wisniewski); "Adult Education's Prospects in a Post-University World" (Smith); "Whither the University--Whither Academic Adult Education?" (Guy); "Lifelong Learning" (Amstutz); "Adult Education Courses, Certificates, and Degrees through Distance Education" (Cookson); "Good Cop, Bad Cop" (Burnaby); "Afterthoughts" (Peterson); "Critical Pedagogy in Practice" (Schied); "Critical Theory" (DeArrudah); "Practitioner Inquiry as Adult Literacy Staff Development" (Drennon); "What Should We Do with the HRD SIG (Human Resources Development Special Interest Group) and Its Membership?" (Paprock, Boulmetis, Londoner); "Instructional Improvement SIG Overview" (Beaudin, Slusarski); "The Aging, Learning and Work Quiz" (Galbraith); "Development and Use of the Instructional Perspectives Inventory in Graduate Adult Education" (Henschke); "The 'Philosophy of Adult Education Inventory(c)' (Zinn, 1983)" (Zinn); "Using Small Learning Groups in Graduate Education" (McElhinney, Murk); "Description of a Task Completed by a Small Learning Group" (McElhinney); "A Grant Writing Case--Using Small Groups" (Murk); "Technology Demonstration, Discussion, and Overview" (Bersch, McIntosh); "International Adult Education Cooperation and Exchange Revisited" (Cookson); "Women, Literacy, and Development" (Cassara); "International Adult Education and the University of Wyoming" (Sherritt); "Cooperation, Collaboration, and Networking" (Boucouvalas); "Institutional Publication Productivity in Selected Adult Education Journals" abstract of presentation (Rachal, Sargent); "Perceptions Resulting from the Creation of the RE/ACE (Research and Evaluation/Adult and Continuing Education) Dissertation Register" abstract of presentation (Mason, Lifvendahl); "Ethical Issues in Conducting Adult Education Research" abstract of presentation (Ferro, Dean); "Meeting the Challenges, Making Changes: Reflections of the 1994 CPAE (Commission of Professors of Adult Education) Conference" (Slusarski). Appended are the following: minutes of the CPAE business meeting; 1994 annual report of doctorates conferred in adult education; Roger DeCrow William Rainey Harper Memorial International Classification System of Adult Continuing Education RE/ACE Dissertation Registry Project, 1994; and participant list. (MN)

ED 427 181 CE 078 053

secondary analyses of the NALS database that were designed to address different questions: "Work, School, and Literacy" (Jeremy D. Finn, Susan B. Gerber); "Adults' Reading Practices and Their Associations with Literacy Proficiencies" (M Cecil Smith, Janet K. Sheehan); "Literacy Gender Gaps: Evidence from the NALS" (Lynn Friedman, Ernest Davenport); "Literacy Habits and Political Participation" (Richard L. Venezky, David Kaplan); "Community College Literacy: Is the Middle Right?" (Joseph Howard, Wayne S. Obetz); "Literacy Selection and Literacy Development: Structural Equation Models of the Reciprocal Effects of Education and Literacy" (Stephen Reder); and "Literacy Proficiency among Adults with Self-Reported Learning Disabilities" (Susan A. Vogel, Stephen Reder). Part III has two chapters not based on analyses of the NALS data that describe research programs pertaining to dimensions of literacy that are significant to a more comprehensive understanding of literacy: "Family Literacy and Adult Education: Project FLAME Family Literacy: Aprendiendo, Mejorando, Educando " (Flora V. Rodriguez-Brown, Maureen A. Meehan) and "Adult Literacy and Health Care" (Joanne R. Nurss). Contains include an index and contributors list. (YLB)

ED 427 198   CE 078 094

Vail, Ann; Roovaart, Alesha
Legacy of Leadership: American Vocational Association Family and Consumer Sciences Education Graduate Fellowship.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Convention of the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consumer Science; *Educational Benefits; Faculty Development; *Fellowships; Graduate Study; Higher Education; *Leadership; Leadership Training; Program Effectiveness; *Teacher Education
IDENTIFIERS- *Family and Consumer Sciences

A study explored whether recipients of graduate fellowships through the Family and Consumer Sciences Education Graduate Fellowship Fund become leaders in family and consumer sciences education. The usable sample consisted of 51 of 64 recipients from 1969-97; 29 responded to a mailed 2-part survey, Impact of the Fellowship Questionnaire and The Personal and Professional Characteristics Questionnaire. Content analysis of qualitative data was conducted. Findings were as follows: 100 percent of respondents were female; 96.6 percent were Caucasian, 3.4 percent African-American; after receiving the fellowship, recipients averaged 2.5 years to complete their degree program, with a range of 9 months to 6 years; and over one-half were currently in a university position. Recipients' involvement with the fellowship included encouraging others to apply, contributing money toward a Roll of Honor nominee, and nominating someone. They were active in professional organizations and reported the fellowship gave them financial support to obtain a degree and offered encouragement by demonstrating the profession's commitment to development of future leaders. Three themes emerged as types of impact on careers: developing a stronger personal commitment to the profession, gaining confidence from receiving the fellowship, and connecting with other family and consumer sciences education professionals. (Three charts are appended.) (YLB) that trained both paid staff and volunteer tutors to integrate CASAS (Comprehensive Adult Student Assessment System) as an assessment and curriculum tool. It is designed to assist tutors in linking task and skill competencies. The manual begins with an overview of assessment and learning that includes a flowchart showing the sequence from test to instruction to mastery and ideas for tutors. The remainder contains sections on the five topic areas tested by CASAS: basic communication skills; consumer economics skills; health-related basic skills; employment-related basic skills; and basic skills (with additional material on interpreting graphs). A brief final report following the manual describes the following project outcomes: 51% (126) of the tutors who were active during the project year have attended the training; 49% chose to receive the resource manual and use it to develop lesson strategies; 98% of the tutors who attended the workshop felt it gave them training that would help them create lessons and instructions that would help them to be more effective literacy tutors; tutor training was redesigned to incorporate a skills-based approach; in telephone contacts with 15 students whose tutors had received training, all 15 stated that they felt they were learning more that they could use in their daily lives; and 12 showed measurable progress when posttested at year end. (KC)

ED 427 216   CE 078 126

Cooperative Learning Staff Development. Final Report. Fiscal Year 1997-98.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Learning; *Cooperative Learning; Group Activities; Learning Activities; Material Development; *Peer Evaluation; *Staff Development; *Team Training; Teamwork
IDENTIFIERS- 353 Project

This document consists of a brief project report and a manual developed by the Adult Learners' Training and Assistance Program. The report describes how instructors at Luzerne County Community College (Pennsylvania) learned about the basic/essential elements of cooperative learning by actively experiencing cooperative learning instructional sessions. Three staff development sessions covered the following topics: cooperative learning, team building, and cooperative learning structures and techniques; basic elements of effective cooperative learning; immersing instructional staff within cooperative learning structures and techniques; benefits of cooperative learning; instructional activities appropriate for cooperative learning; planning a cooperative learning lesson; and making organizational decisions for a cooperative learning session. The instructors participated in a peer review of cooperative learning sessions and contributed a learning script, including handouts, to a cooperative learning manual. The manual begins with a description of the cooperative learning structure or technique, placed before the directions for the activity to encourage manual users to create additional

NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Agency Cooperation; Basic Skills; Coordination; *Curriculum Development; Economically Disadvantaged; Education Work Relationship; *Literacy Education; Models; State Programs; *Welfare Recipients
IDENTIFIERS- Pennsylvania; *Welfare Reform; 353 Project

This document begins with a report describing a Northampton Community College project to develop a manual to help adult literacy providers understand how they fit into welfare reform. The accompanying manual consists of four sections corresponding to the project's four objectives. Section 1, intended to enable adult literacy providers to understand the welfare system, covers the following: welfare reform legislation, Temporary Assistance for Needy Families, funding sources for welfare reform programs, and Human Resource Investment Council. Section 2 contains an inventory for administrators to assess their programs in order to understand how an adult literacy provider can be a significant participant in the welfare reform arena. Section 3 assists adult literacy providers in connecting with other providers by stating the rationale for collaboration and providing an administrator's self-assessment collaboration questionnaire and model collaborative effort. Section 4 is designed to help providers develop new curriculum models that integrate basic skills with the requirements of welfare reform. It includes the following: rationale for basic skills; entry-level job/skill requirements table; sample syllabi, course outlines, and student competency checklists; list of vendors of pertinent work force materials; and community resources. Appendixes include the following: outline of Act 35, state welfare legislation; model welfare-to-work programs; comparison of educational welfare-to-work programs; list of providers; and transparency masters on collaboration. The manual contains 11 references, 4 website addresses, 9 resource persons, and a glossary of acronyms. (YLB)

ED 427 235 CE 078 147

Special Needs Survey. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Adult Basic Education; Alcohol Abuse; At Risk Persons; Basic Skills; *Disability Identification; Drug Abuse; Drug Rehabilitation; Educational Research; Hearing Impairments; *Literacy Education; Mental Disorders; Mental Retardation; Physical Disabilities; *Special Needs Students; State Programs; Statewide Planning; Visual Impairments
IDENTIFIERS- Pennsylvania; 353 Project

Adult Education Linkage Services undertook a project for the Bureau of Adult Basic and Literacy Education (ABLE) to identify characteristics of programs and services available to adult

IDENTIFIERS- Germany; Great Britain; Italy

This volume analyzes the literature in the field of education and work and establishes an institutional and intellectual cartography for three countries. It examines the multiple connections between education and work, through an analysis of the literature on the transition from school to work, on vocational training, and on the labor market. It summarizes the major debates in each country and contributes to an understanding of different intellectual traditions. It shows that concepts such as skill, unemployment rates, young people, and the transition from school to work are socially constructed and are thought about in ways that are nationally specific. The 19 papers are as follows: "Comparisons between an Area of Research in Germany, Great Britain, and Italy" (Annette Jobert, Catherine Marry, Lucie Tanguy); "Education, Vocational Training, and Employment in Germany" (Catherine Marry); "Thirty years of the Sociology of Education" (Beate Krais); "Relationships Between the Educational and Employment Systems" (Margit Frackmann); "Social Change and the Modernization of School-to-Work Transitions" (Walter R. Heinz, Ulrike Nagel); "The Relationship Between Education and Employment in German Industrial Sociology" (Ingrid Drexel); "Labor Market Transitions and Dynamics of Transitions in Germany" (Klaus Schoemann); "Institutions and the Market" (Lucie Tanguy, Helen Rainbird); "The 'Transition from School to Work' and Its Heirs" (David Raffe); "Labor Market Approaches to the Study of the Relationship between Education and (Un)Employment in the United Kingdom" (David Ashton); "Is This a Way of Understanding Education-Work Relations?" (Lynne Chisholm); "The Social Construction of Skill" (Helen Rainbird); "The Approaches of Economists to the Relationship between Training and Work" (David Marsden); "Employment, Education, and Training in Italy" (Annette Jobert); "Analysis of Research in the Sociology of Education: 1960-1990" (Luciano Benadusi, Paolo Botta); "Youth Employment and Public Action in Italy" (Marinella Giovine); "Connections Between Collective Bargaining, Job Training, and Educational Research in Italy" (Saul Meghnagi); "Industrial Development and Training Policies" (Vittorio Capecchi); and "Socio-Economic Approaches to the Labor Market" (Paolo Calza Bini). An index is provided. (YLB)

ED 427 253 CE 078 199

Shoemaker, Cynthia C. Jones
Leadership in Continuing and Distance Education in Higher Education.
PUB DATE- 98
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *College Programs; *Continuing Education; *Distance Education; Educational Needs; Higher Education; Leadership Training; *Marketing; Problem Solving; *Program Administration; Program Development

This book provides a framework for leadership in the combined fields of higher education, management, and marketing. It is divided into three sections. Section 1, "Challenges and Changes in Continuing Education," has two chapters identifying some of the current challenges. Section 2, "Leadership for the 21st Century in Continuing Education," has eight chapters on participative management and encouraging creativity. Leadership, planning, decision making, team building and empowerment, motivation, and problem solving are addressed. The

Aid (FAFSA) using paper or electronic methods. How the application is processed, deadlines, and tips for getting through it smoothly are included. Part 3, "Completing the Free Application for Federal Student Aid," reviews the questions to clarify their intent. A copy of the application is supplied. Appendix A includes additional sources of information such as web sites and publications. Appendix B is a "Directory of State Agencies." Appendix C provides sample handouts. Phone numbers, Internet addresses, and a glossary of specialized terms are also included. (EMK)

ED 427 271 CG 029 091

Kidder, Sherri L.
A Review of the Current Literature Regarding Global Self-Esteem and Specific Self-Esteem in Adolescent Development.
PUB DATE- 98
NOTE- 85p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Females; Males; Secondary Education; Secondary School Students; *Self Esteem

The general development of the concept of self-esteem is reviewed, and concerns about the research strategies and issues are discussed. This paper focuses on adolescent self-esteem. Research is presented on global self-esteem, domain specific self-esteem as it relates to global self-esteem, and the identification of self-esteem trajectories. Overall, the studies support the idea that the period of adolescence is rather stable in regard to self-esteem; however, there are some fluctuations in self-esteem scores especially for females and young adolescents making transitions. Global self-esteem is shown to be a separate but related entity to domain specific self-esteem. Also the identification of self-esteem trajectories demonstrates that adolescent self-esteem does not follow one pattern of development. Studies involving diverse populations are now pointing to individual differences in self-competencies and how these contribute to overall self-esteem. The improvements of self-esteem research in the past two decades have created many interesting and relevant paths to follow. The paper concludes with a summary of findings and implications for clinical practice and future research. (EMK)

ED 427 272 CG 029 093

Guenther, Laurie A.
Application of Time Out as a Means of Behavior Management for School-Aged Children and Youth.
PUB DATE- 97
NOTE- 97p.; Master's Research Paper, University of Wisconsin, La Crosse.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; Behavior Problems; Children; Elementary Secondary Education; Special Classes; Special Education; Teacher Guidance; Teachers; *Timeout
IDENTIFIERS- *Behavior Management

IDENTIFIERS- *Phonemic Awareness; *Phonological Awareness

Proper application of the alphabetic principle rests on an awareness of the internal phonological (and morphophonological) structure of words that the alphabet represents. Unfortunately for the would-be reader-writer, such awareness is not an automatic consequence of speaking a language, because the biological specialization for speech manages the production and perception of these structures below the level of consciousness. Not surprisingly, then, awareness of phonological structures is normally lacking in preliterate children and adults; the degree to which it does exist is the best single predictor of success in learning to read; lack of awareness usually yields to appropriate instruction; and such instruction makes for better readers. That some children have particular difficulty in developing phonological awareness (and in learning to read) is apparently to be attributed to a general deficiency in the phonological component of their natural capacity for language. Thus, these children are also relatively poor in short-term memory for verbal information, in perceiving speech in noise, in producing complex speech patterns, and in finding the words that name objects. All children will benefit from instruction that is intelligently designed to show them what the alphabet is about. (Contains a figure and 81 references.) (Author/SR)

ED 427 292 CS 013 417

Blachman, Benita A.

Getting Ready To Read: Learning How Print Maps to Speech.

PUB DATE- 91

NOTE- 27p.; Reprinted from "The Language Continuum: From Infancy to Literacy," edited by James F. Kavanagh, Communication by Language Series.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

DESCRIPTORS- Beginning Reading; Elementary Education; *Emergent Literacy; *Phoneme Grapheme Correspondence; *Phonics; *Reading Difficulties; *Reading Instruction; Reading Research

IDENTIFIERS- *Phonemic Awareness; *Phonological Awareness

As educators continue to debate the value of phonic versus meaning-based approaches to reading, a significant number of children continue to fail to learn to read. One of the fundamental tasks facing the beginning reader is to develop the realization that speech can be segmented and that these segmented units can be represented by printed forms. A review of some of the large-scale phoneme awareness training studies reveals an array of activities that can be used by the classroom teacher or clinician. Three studies by the author investigated these issues. The first study, involving 90 kindergarten children in inner-city schools, concluded that it is the combination of phoneme awareness training and learning to connect the sound segments to letters that makes a difference. In the second and third studies, for low-income children from inner-city schools who had limited knowledge about the alphabet prior to their kindergarten participation in the study, an early emphasis on phonological awareness, followed by a code-emphasis approach to reading in first grade, resulted in significant reading achievement gains. An early emphasis on phonological awareness puts children in a better position to take advantage of reading and spelling instruction. Contains 62 references. (SR)

Anecdote.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Essays; *Ethnography; *Faculty Publishing; Higher Education; Poetry; *Scholarship; *Writing Attitudes; *Writing for Publication; Writing Processes
IDENTIFIERS- *Performative Language

This paper contains three parts. Part 1 consists of a poem, "An Apology for Performative Writing." Part 2, "The Traditional Scholar's Game--An Argument," discusses the arguments regarding performative writing. It identifies several key arguments both for and against the works that cluster around such labels as performative writing, autoethnography, performative essay, ethnodrama, personal ethnography, autoperformance, and ethnographic poetics; and uses the term "performative writing" to stand in for the many ongoing efforts for alternative modes of scholarly presentation. Part 3, "Performative Writing: A Personal Anecdote," gives the authors musings on performative writing. (Contains 4 notes and 25 references.) (CR)

ED 427 315 CS 216 575

Sawyer, Mary H.
"What Should My Voice Be Like?" Helping Preservice Teachers Develop Teaching Portfolios.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Employment Qualifications; Higher Education; Job Application; *Portfolios (Background Materials); *Preservice Teacher Education; Resumes (Personal); *Student Teachers; Teacher Education Programs

Intended for preservice teachers, this paper offers an 8-item outline and specific instructions for preparing effective teaching portfolios. The paper also includes a response guide for field reviewers and selected student teacher responses to the portfolio process questions, interspersed with comments and excerpts from the author's teaching journal. (CR)

ED 427 316 CS 216 576

Cress, Susan W.; Holm, Daniel T.
Developing Empathy through Children's Literature.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)

or math for up to an hour and a quarter at a time, sometimes picking them up again over a period of days, and with relatively limited contributions by the teacher. Illustrations of classroom interactions in the paper show several literate achievements: (1) a particular epistemological frame has been established, one which appears to be developmentally ahead of its time; (2) the understandings that might be called "scientific literacy" are also developmentally advanced; and (3) the social side of the literate practices of these children is distinctive and has significance for their participation in democratic living. Contains 50 references. (NKA)

ED 427 337   CS 216 604

Bonissone, Paola; Rougle, Eija; Langer, Judith
Literacy through Literature in Culturally and Linguistically Diverse Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Classroom Research; *Cultural Differences; *Diversity (Student); Field Studies; *Literacy; Preschool Education; *Second Language Learning; Story Telling; Student Participation
IDENTIFIERS- *Literacy as a Social Process

A study focused on ways in which literature might be used to support the literacy learning of English language learners in classrooms of diversity where a number of cultures and mother tongues were represented. The framework guiding the study (as in earlier work) is based on a sociocognitive view on literacy where literacy learning is socially based and cognition grows out of those socially based experiences. One researcher worked with a preschool teacher and another with an adult education teacher. The "field" researchers "lived" in the classroom continually planning and debriefing and revising each day's plans with the teachers. Data were gathered by performing ongoing analyses and making constant comparisons of classes in action. Data were first examined for emerging patterns. In the day care center, stories and the verbal interactions around them became the focus. Storytelling, performing, and sharing stories in a story circle appeared as a daily routine, and a literature- and literacy-rich environment was created. In the adult English as a Second Language class, 20 students took part in the project to tap their cultural and linguistic resources. The students decided to write a book of stories, with multiple drafts and drawings. From a prototypical student it was learned that a broad-based writing activity can tap students' rich cultural and experiential knowledge while engaging them in a meaningful, rich literacy environment and that interweaving oral and written texts assisted students in literacy activity. (Contains 15 references.) (NKA)

ED 427 338   CS 216 605

Pressley, Michael; Wharton-McDonald, Ruth; Allington, Richard; Block, Cathy Collins; Morrow, Lesley
The Nature of Effective First-Grade Literacy Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

Teacher Education
IDENTIFIERS- James Madison University VA

What has transpired at James Madison University provides a model for the successful implementation of a basic communication education program required of all first-year students. This paper provides an accounting of the efforts that made possible the commitment to the development of the program. The paper is first divided into two columns. One column describes events and concerns that needed to be addressed to make the program possible. The second column discusses how the management of these events and needs represent the application of many of the same principles that are often the objects of study in communication. The third section provides a narrative account of the resources that were necessary for the program's operation (staffing, faculty burnout, instructor training, and space). The division of the sections of the paper invites readers to consider their own specific strategies for bringing about similar changes. (RS)

ED 427 359 CS 509 991

Kreps, Gary L.
The Power of Story To Personalize, Enrich, and Humanize Communication Education: My Own Story about Having Fun Spinning Tales, and Illustrating Key Points in the Classroom.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Computer Mediated Communication; *Discussion (Teaching Technique); Educational Games; Films; Higher Education; *Interpersonal Communication; *Story Telling; Teacher Behavior; *Teacher Student Relationship

A professor finds the use of stories and storytelling, whether first-hand stories or second-hand stories, whether oral stories or stories provided through media or mediated channels, to be invaluable instructional tools in his communication classes. They personalize his classes, encourage a sense of camaraderie among class members, help illustrate key concepts and theories, and enliven class interactions. The professor uses a "human bingo" game, computer-mediated communication, and documentary and popular entertainment films to present relevant stories to the class. The stories help to build a personal bond that transcends the traditional class situation. The professor and the students all become part of a special narrative community. They become friends and confidants, as well as valued classmates. (RS)

ED 427 360 CS 509 992

Orr, C. Jack
Fostering Dialogical Learning Experiences in Consulting.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

DESCRIPTORS- Communication Research; Higher Education; *Nonverbal
  Communication; *Student Attitudes; *Teacher Attitudes; *Teacher
  Student Relationship; Undergraduate Students
IDENTIFIERS- *Physical Contact; *Touching

Touch is an important and powerful form of communication that is often avoided for fear of negative interpretations. However touch has also been associated with positive relational and educational outcomes. In this study, descriptions of touch, elicited from students, that occurred between teachers and students were sorted using S.E. Jones' (1994) categories of touch. Additionally, accompanying nonverbal behaviors were examined, and the relational messages (J.K. Burgoon & J.L. Hale, 1987) and attitudes toward the teacher and course associated with the different types of touch were examined. Most touches were categorized as positive touches using Jones' typology, however not all of these touches were interpreted as positive by students. Control touches were found to have more negative relational messages. Contains 35 references and 4 tables of data; an appendix describes Jones' categories of touch. (Author/RS)

ED 427 380 CS 510 020

Jaasma, Marjorie A.; Koper, Randall J.
Out-of-Class Communication between Students and Faculty: The
  Relationship to Instructor Immediacy, Trust, and Control, and
  to Student Motivation.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the Western
  States Communication Association (Vancouver, British Columbia,
  February 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Communication Research; Higher
  Education; School Holding Power; *Student Attitudes; Student
  Motivation; *Teacher Student Relationship; *Undergraduate
  Students
IDENTIFIERS- *Informal Communications; *Teacher Immediacy

Research has established the important and positive relationship between informal student-faculty interactions and student retention. To add to the scant research on out-of-class communication (OCC), a study investigated the relationship between OCC and instructor immediacy, trust, and conversation control, and student motivation for students and faculty, based upon the theoretical framework of F.E. Millar and L.E. Rogers (1976). Participants, 274 students at two medium-sized Western universities, completed instruments measuring verbal and nonverbal immediacy, trust, conversation control, and student motivation. The nature of OCC is described in terms of its frequency, length, content, and student satisfaction. Results indicate that the frequency and content of office visits differ from that of informal contacts. Faculty behaviors which promote closeness, trust, and equality are related to the likelihood of student-faculty OCC and to student satisfaction with OCC. Student motivation is also positively correlated to the frequency, length, and satisfaction with OCC. Implications for student retention are discussed. (Contains 44 references and 2 tables of data.) (Author/RS)

ED 427 381 CS 510 021

Driskill, Gerald W.

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Categorical Aid; Comparative Analysis; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Foreign Countries; *Resource Allocation; *Special Education; Special Needs Students
IDENTIFIERS- Europe; United States

This book calls for changes in special-education fiscal policy, claiming that special-education finances need to be more fully incorporated into education-finance literature and fiscal-policy discussions. The first few chapters discuss fiscal and program-policy funding in the United States and in Europe. They trace the history of federal special-education legislation, contextualizing it within the Civil Rights movement. These articles discuss efforts to pool resources normally earmarked for separate programs in order to optimize educational quality for all students. The link between special-education funding systems and the integration of special-education students into regular education in Europe is described, along with an analytical framework to guide further research on the impact of funding on integration. The second section of the book presents methodological and policy profiles from the states, such as patterns of expenditures on students with disabilities and the effects of reforms on Pennsylvania's special-education system. This section likewise details the causes and effects of the large increase in the percentage of school-district allocations to special education in New York state, as well as proposed special-education finance reforms in New York City. The last section describes trends and developments in special-education funding. (RJM)

ED 427 400   EA 029 623

Notice of Nondiscrimination.
PUB DATE- 98
NOTE- 5p.; For related document, see ED 396 456.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); Elementary Secondary Education; Equal Education; Federal Regulation; *Nondiscriminatory Education; *Student Rights
IDENTIFIERS- Department of Education

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities receiving financial assistance from ED. An outline of protocols regarding these requirements is provided in this brochure. It describes the notice of nondiscrimination requirements, such as the stipulations that recipients of federal aid must notify students, parents, and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and that Title IX regulations require schools to implement specific steps to inform students and others of the protection against sex discrimination. The brochure outlines methods of notification, which may include posting information notices or distributing memoranda. Neither the Title VI regulation, the Age Discrimination Act regulation, nor the Title II regulation specifies the methods to be used by recipients in publishing notices of nondiscrimination. Combined requirements protocols arise from OCR's recognition that variations among the regulations governing notice requirement mean that schools and colleges may wish to use one statement to comply with all

DESCRIPTORS- Categorical Aid; Educational Change; *Educational Finance; Elementary Secondary Education; Federal Aid; *Federal State Relationship; Program Descriptions; Program Implementation
IDENTIFIERS- *Ed Flex Program; Elementary Secondary Education Act Title I; Waivers

Under the Education Flexibility Partnership Demonstration Act (Ed-Flex), the state--rather than the federal Department of Education (DOE)--is allowed to make decisions about whether particular school districts should be granted waivers of certain federal requirements. This document explains the Ed-Flex program. To be selected as an Ed-Flex state, states must meet two criteria related to their ability to implement Ed-Flex in conjunction with overall education reform: states must have a plan for education reform that has been reviewed and approved by the DOE and they must be able to modify their own state requirements associated with the federal waivers they grant. Currently, only 2 of 38 nonparticipating states clearly satisfy these criteria and would be eligible to participate if the cap of 12 Ed-Flex states was eliminated. The Ed-Flex project creates challenges in holding districts accountable for the results of individual waivers and also in holding states, districts, and the federal Department of Education accountable for the results of federal programs that are affected by these waivers. The waivers granted by states in Ed-Flex typically center around Title I of the Elementary and Secondary Education Act, which provides funds to give special educational assistance to economically and educationally disadvantaged students. (RJM)

ED 427 419 EA 029 658

Wan, Guofang
The Educational Reforms in the Cultural Revolution in China: A Postmodern Critique.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; *Government Role; Government School Relationship; *National Curriculum; School Role; *Social Change
IDENTIFIERS- China; *Cultural Revolution (China); *Postmodernism

This article draws on postmodern curriculum theories to present a critical analysis of the drastic curriculum changes that took place in China during its Cultural Revolution (1966-1976). It is hoped that a postmodern perspective will shed some light on why the educational reforms failed during this period. The text examines both sides of the Chinese educational reform and the soundness and the limitations of Mao Tse-Tung's educational theory. It provides a context for postmodern studies and examines educational reforms versus social and political changes in China. Examples are given of the reform in progress and how the tearing down of the educational system without providing the proper structure for a new system led to chaos. The paper claims that Mao's intention to end the deep-rooted feudalism in China was sound, as were the ideas of giving equal opportunities of education to everyone in the society, moving characteristics of SAS that are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The "Springfield" program was created as a training and development program for assessment-center participants who showed high potential to be effective school leaders. This approach worked well when the number of applicants for school leadership positions exceeded vacant positions. Now that there is a shortage of qualified applicants, a new simulation model is needed, and the SAS program builds on and refines the strengths of the "Springfield" approach. The original "Springfield" skills have been increased to eight, and these skill dimensions are aligned with the ISLLC Standards and the new NASSP Assessment Center Skills. Three skill dimensions remain the same: judgment, organizational ability, and sensitivity. The five new skills are oral communication, organizational ability, results orientation, setting leadership direction, teamwork/team leadership, and written communication. Other refinements to "Springfield," such as on-the-job feedback and simplified participant data, are discussed. (RJM)

ED 427 438 EA 029 690

Sprague, Jeffrey R.; Sugai, George; Horner, Robert; Walker, Hill M.
Using Office Discipline Referral Data To Evaluate School-Wide Discipline and Violence Prevention Interventions.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discipline; *Discipline Policy; Elementary Secondary Education; *Intervention; Middle Schools; *School Policy
IDENTIFIERS- *Disciplinary Referrals

This booklet provides an analysis of discipline referral data from several schools and illustrates how these data call for specific interventions. It examines ways to link office discipline-referral data to schoolwide discipline, provides referral data-analysis methods, and describes how discipline data can show intervention need and success. The findings indicate that prevention-based approaches to schoolwide discipline and the management of students with severe problem behavior are preferred because of the potential to reduce the development of new cases of problem behavior and the number of current cases of problem behavior. Results from middle schools suggest that universal interventions would be the focus of reform if the number of referrals per student exceeded 2.5, the number of referrals per day exceeded 8, and/or the percentage of students with more than one referral was greater than 45 percent. A model that considers office-discipline referral data as a means of directing the selection of universal, selected-group, and targeted-individual schoolwide efforts is proposed. Schools wishing to provide a safe, disciplined, and violence-free education should begin by assessing their current school safety and behavior support status and then build a three-tiered discipline system of universal, selected, and targeted/intensive interventions. (RJM)

ED 427 439 EA 029 693

Blaha, Karen Lytle
Founding Charter Schools: A Basic Guide to Working with News Media.

Obtaining Efficacy and Aptitude Measures from the ACID Profiles of Post-Secondary Students with and without Severe Scholastic Disabilities.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Academic Achievement; College Students; Evaluation Methods; Expectation; Higher Education; *Learning Disabilities; *Performance Factors; *Self Concept; *Self Esteem; Self Fulfilling Prophecies; *Student Evaluation
IDENTIFIERS- Wechsler Adult Intelligence Scale (Revised)

This study investigated how obtaining predicted and actual scores on aptitude tests can provide crucial information regarding personal beliefs about ability. The ACID profile of the Wechsler Adult Intelligence Scale (Revised) (WAIS-R) was used to collect the subjective and objective scores of 92 college students with severe scholastic deficits (SSD) and 40 typical college students. The group with SSD reported past severe, continual failure in verbal tasks, but not in performance tasks, whereas the contrast group did not report experiencing severe academic problems. The study hypothesized that in verbal subtests (Arithmetic, Information, and Digit Span), students with SSD would tend to have either veridical estimates or underestimates of ability, whereas the contrast group would tend to overestimate. Second, it was predicted that in the performance subtests (Coding/Digit Symbol), both groups would overestimate. For Arithmetic and Digit Symbol, hypotheses were supported. In Digit Span, the group with SSD underestimated significantly, whereas the contrast group had accurate estimates; this result was in the expected direction. For Information, however, both groups overestimated significantly. Implications of these findings and further research are discussed including using the ACD rather than the ACID profile with adults. (Contains 24 references.) (Author/CR)

ED 427 458 EC 307 028

Your Family Rights: A Family Guide for the New York State Early Intervention Program for Infants and Toddlers with Disabilities.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Confidentiality; *Disabilities; Early Identification; *Early Intervention; *Individualized Family Service Plans; Infants; Parent Participation; Parent Rights; Preschool Education; *Referral; Special Education; *Student Evaluation; *Student Rights; Toddlers
IDENTIFIERS- *New York

This guide for parents provides information on the early intervention program in New York for infants and toddlers with disabilities. It includes information on: (1) eligibility requirements for early intervention services; (2) symptoms that may indicate infants or toddlers have a disability; (3) the importance of parent participation in seeking early

*Prevention; *Symptoms (Individual Disorders); Toddlers; Young Children

This briefing paper focuses on children ages birth to five years and is intended primarily for health workers in developing countries who are responsible for the management of young children with HIV and AIDS. It provides practical information on: (1) how HIV is transmitted to infants and young children; (2) how transmission can be prevented; (3) how to diagnose HIV and AIDS in young children; (4) how to care for children with HIV, including treatment of common infections; (5) how to provide support to families caring for sick children; (6) how children who are not infected may be affected by HIV; and (7) how HIV and AIDS in children affects health workers and other caregivers. Other important issues related to HIV/AIDS and children that health workers need to be aware of are also addressed, including community support, orphans, sexual abuse, and HIV testing and counseling. A list of selected printed and organizational resources on AIDS and children is included, along with a glossary of relevant terms. Appendices include a fact sheet on HIV and AIDS and an outline of a workshop and exercises that may be helpful in educating health workers about HIV/AIDS and children. (CR)

ED 427 477 EC 307 048

A Perspective on Changes in Health Care for Children and Youth with Special Health Needs. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Child Health; Children; *Chronic Illness; Federal Programs; *Health Insurance; *Health Maintenance Organizations; *Health Services; Incidence; Medical Education; *Mental Health Programs; Outcomes of Treatment; *Special Health Problems; Youth
IDENTIFIERS- *Medicaid

This collection of annotated bibliographies focuses on managed health care and children and youth with special health care needs. Resources are divided into bibliographic materials and educational materials which cover the following topics: (1) demographics and children with special health needs (3 resources); (2) managed health care services (12 resources); (3) Medicaid and managed health care (6 resources); (4) managed care and children with special health needs (27 resources); (5) quality assurance and performance measurement (19 resources); (6) managed care and public health (3 resources); (7) medical education and managed care (9 resources); (8) managed care and children with special health needs (20 resources); (9) mental health (4 resources); (10) Medicaid and managed care (4 resources); (11) family voices (5 resources); and (12) medical homes for children with special health care needs (3 resources). (CR)

ED 427 478 EC 307 049

Wald, Penelope J., Ed.; Castleberry, Michael S., Ed.
Realigning Our Schools: Building Professional Learning Communities. Limited Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Elementary Secondary Education; Grants; *Partnerships in Education; *Public Schools; Rural Schools; School Business Relationship; School Community Relationship; School District Spending
IDENTIFIERS- Charlotte County Public Schools VA; East Yuma County School District CO

This guide is part of an initiative to support the efforts of the Organizations Concerned about Rural Education (OCRE) in helping rural school districts plan for school improvement. The guide outlines a one-day workshop to help focus attention on ways to gain community support and plan initiatives. After explaining how to plan the workshop, the guide offers a step-by-step format for the presentation that includes the following: welcoming the participants and explaining the purpose of the workshop; explaining the steps for effective planning; creating a vision; presenting success stories; enlisting community support for change; organizing the community; discussing school-business partnerships; dealing with community conflicts; finding funding; writing grants; taking action; and concluding the presentation. Accompanying the guide is a videotape that examines how two rural communities (Charlotte City, Virginia; E. Yuma County, Colorado) either built additional facilities or better prepared their students with today's necessary job skills by using innovative partnership approaches with local industry and the community. (Contains a building analysis and a list of organizations concerned about rural education.) (GR)

ED 427 497 EF 005 183

No Room for Johnny: A New Approach to the School Facilities Crisis.
PUB DATE- 92
NOTE- 143p.; Executive Summary may not be reproducible due to colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Enrollment; School Construction; *State Aid; *State School District Relationship
IDENTIFIERS- *California; State Policy; State Responsibility; *State Role

A study was conducted to discover ways to improve California school district facilities improvement processes so that the state can accommodate the increasing numbers of students projected by the year 2000. This report presents findings and recommendations that address the following three primary problem areas the state confronts: funding; process; and policy requirements. The first issue addressed is that California cannot afford to be an endless source for school facilities spending and that its primary interest in school facilities is to ensure equity for students. The second issue is that California is micro-managing school construction projects, thus delaying the completion of and driving up the cost of school facilities. The third issue is that California state policies and requirements are either blocking or not promoting long-range planning and creative asset management practices for school districts. It stresses that each area hampers districts at a time when they need to move quickly and decisively to meet the needs of students. A new funding dynamic is recommended that places California in partnership with districts not able to meet their needs, but still allows them autonomy over their

Contains 18 references. (MSE)

ED 427 519 FL 025 691

Gascon, Christopher D.
The Spanish Psych Verb Construction: Beginning and Intermediate Learners' Patterns of Usage.
PUB DATE- 98
NOTE- 18p.; For the complete working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- English; *Error Patterns; Grammar; Higher Education; *Language Patterns; Language Research; Second Language Learning; *Second Languages; *Spanish; *Verbs; Written Language
IDENTIFIERS- *English Speaking

The Spanish psychological verb construction seems to be especially difficult for native English-speaking learners to acquire. Since some of the most common Spanish psych verbs, such as "gustar" (to please) and "encantar" (to delight), require a grammatical structure that is different from that of the English verbs frequently taken as their equivalents "to like" and "to love," it is understandable that native English speakers may struggle with the construction. This study presents data that describe the patterns of usage of students (n=105) in first-, second-, third-, and fourth-semester university-level Spanish courses. Each completed three descriptive writing tasks, which were analyzed for error patterns. Analysis identified three major error types: omission of preposition "a" (to) when inclusion is required; several object pronoun errors; and verb morphology errors. Results suggest that learners initially commit errors related to transfer of structures from the first language. Gradually, however, transfer errors decline and developmental errors increase as learners experiment with elements of the target language. It is proposed that within this learning pattern, it is possible to discern distinct stages in learners' progress toward acquisition. Contains 18 references. (Author/MSE)

ED 427 520 FL 025 692

Zampini, Mary L.
The Relationship between the Production and Perception of L2 Spanish Stops.
PUB DATE- 98
NOTE- 18p.; For the complete volume of working papers see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Perception; Higher Education; Language Research; *Phonology; *Pronunciation; Second Language Learning; *Second Languages; *Spanish
IDENTIFIERS- *English Speaking

A study explored the relationship between the second language (L2) production of the Spanish stop consonants /p/ and /b/. Subjects were native English-speaking students enrolled in an undergraduate Spanish phonetics course. Data were collected on their production of Spanish /p,b/ in sentence context, and on their perceptual boundary between the phonemes as reflected by changes in voice onset time (VOT). Mean production and perception VOTs were compared. Results do not reveal a strong

Studies; Classroom Techniques; Curriculum Design; Educational Strategies; Foreign Countries; Higher Education; Immersion Programs; Indigenous Populations; Interdisciplinary Approach; *Language of Instruction; Linguistic Theory; *Multicultural Education; *Multilingualism; Program Descriptions; Program Development; Psycholinguistics; Second Language Instruction; *Second Languages; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching

This collection of essays on multilingual education includes the following: "A Global Perspective on Multilingualism and Multilingual Education" (G. Richard Tucker); "Psycholinguistic Perspectives on Multilingualism and Multilingual Education" (Jasone Cenoz, Fred Genesee); "Curriculum Decision-Making in Content-Based Language Teaching" (Myriam Met); "Immersion Pedagogy and Implications for Language Teaching" (Roy Lister); "Cultural Identities in Multilingual Classrooms" (Michael Byram); "Teacher Education for Multilingual Contexts: Models and Issues" (David Nunan, Agnes Lam); "Luxembourg and the European Schools" (Charlotte Hoffmann); "Multilingual Education in the Basque Country" (Jasone Cenoz); Teaching in Two or More Languages in the Philippine Context" (Andrew Gonzalez); "Policy, Possibility and Paradox: Indigenous Multilingualism and Education in Peru and Bolivia" (Nancy H. Hornberger, Luis Enrique Lopez); "A Case Study of Multilingual Education in Canada" (Fred Genesee); and "Eritrea: Developing a Programme of Multilingual Education" (Nadine Dutcher). (MSE)

ED 427 540 FL 025 736

Wen, Xiaohong
Improving Reading Strategies through an Understanding of Culture and Language.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (32nd, Chicago, IL, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Chinese Culture; Classroom Techniques; College Instruction; *Cultural Awareness; Diachronic Linguistics; Discourse Analysis; Higher Education; Ideography; Language Patterns; Language Processing; *Reading Comprehension; Reading Instruction; Second Language Learning; *Second Languages; Sentence Structure; *Social Values; Sociocultural Patterns; Vocabulary

This paper contends that many of the difficulties students of Chinese have in reading comprehension are directly related to their level of understanding of Chinese language and culture, and that these difficulties could be alleviated by providing students with knowledge about the value system, social customs, formation of Chinese characters and words, and Chinese discourse patterns. Based on an analysis of Chinese lexicon, sentence structure, and discourse, strategies to help students develop reading comprehension are suggested. Examples are offered from textbooks widely used in college and university Chinese language instruction in the United States. (Contains 14 references.) (MSE)

ED 427 541 FL 025 737

offer immigrants and refugees, adults and computer literacy, types of software, organizing and using software, technology as a writing tool, integrating technology into curriculum and practice); student orientation to computers (beginning level students, computer literacy instruction, World Wide Web site orientation); the Internet and its use (integration into adult ESL learning, useful Web sites for this population, Web sites on welfare reform and services); and sources of further information. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 427 562 FL 801 296

Frederick, Cathy; Huss-Lederman, Susan
The Participatory Approach to Workplace and Vocational ESL.
SPONS. AGENCY- Center for Applied Linguistics, Washington, DC.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Classroom Techniques; *Curriculum Development; Curriculum Evaluation; Educational Strategies; Instructional Materials; Material Development; Needs Assessment; Program Development; School Business Relationship; Second Language Instruction; *Student Evaluation; *Vocational English (Second Language); Workshops
IDENTIFIERS- *Authentic Assessment; Freire (Paulo)

The set of materials was designed for use in a workshop to train teachers and program developers in the participatory approach to designing and implementing vocational and workplace English-as-a-Second-Language (ESL) instructional programs. It first presents the principles of the participatory approach, based on the model of Paulo Freire, and presents a series of discussion questions and classroom tasks. It then outlines five stages in workplace ESL curriculum development: conducting negotiations; needs analysis; syllabus design; materials development; and student and curriculum assessment and evaluation. Examples of job-related performance objectives for ESL and materials from existing programs are included. Brief essays on selling workplace ESL instructional programs and techniques for authentic assessment are appended. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 427 563 HE 031 754

Heller, Donald E.
A Comparison of the Tuition Price and Financial Aid Responsiveness of First-Time Enrollees and Continuing College Students. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *College Students; Colleges; Community Colleges; *Enrollment Influences; Higher Education; *Public Colleges; Racial Differences; Student Costs; *Student Financial Aid; *Tuition; Universities
IDENTIFIERS- *ASHE Annual Meeting

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; College Outcomes Assessment; Debt (Financial); *Education Work Relationship; Educational Benefits; Educational Economics; Followup Studies; *Grade Point Average; Graduate Surveys; Higher Education; Loan Repayment; Longitudinal Studies; *Majors (Students); Outcomes of Education; Salaries; *Selective Colleges; Student Costs; Student Financial Aid; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *Baccalaureate and Beyond Longitudinal Study (NCES); Integrated Postsecondary Education Data System

This study examined college graduates' earnings and indebtedness one year after graduation. First, data from the first follow-up of the Baccalaureate & Beyond study (which followed a nationally representative sample of baccalaureate graduates from 1993) were used to describe the earnings distribution of full-time workers from various academic major areas. Second, a multi-level earnings model that incorporated demographic, family background, education, and labor market variables was developed; and, third, student indebtedness and student debt-to-earnings ratios were related to several individual-level and institutional-level variables (primarily from the Integrated Postsecondary Education Data System, 1993). Hierarchical linear modeling was used for data analysis. Results found three major influences on the initial earnings of college graduates and their debt ratios: (1) college major, with health-related and engineering majors earning the most and education and humanities majors the least; (2) college performance, as measured by grade point average, which had a positive impact on earnings and a negative impact on debt ratios; and (3) college quality, as measured by selectivity, which affected initial earnings but not debt ratios. (Contains 76 references and 7 tables.) (DB)

ED 427 582 HE 031 773

Marginson, Simon
The Best of Times and the Worst of Times: Research Managed as a Performance Economy--The Australian Case. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Miami, Florida, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Administration; *Educational Finance; Foreign Countries; *Governance; Government School Relationship; Higher Education; *Institutional Research; School Business Relationship; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *Australia

This study examined the character of the emerging systems of corporate management in Australian universities and their effects on academic and administrative practices, focusing on relations of power. Case studies were conducted at 17 individual universities of various types. In each institution, interviews were conducted with senior managers/leaders, middle-level academic managers (faculty deans), and a range of other personnel. The study shows that the Australian government has led the change to a performance-based competitive system with a single, standardized system of funding, funds distribution, and measurement of research activity. Study findings are organized comparable to counterparts whose parents had attended college. When demographic, enrollment, first-year academic performance, and institutional characteristics were controlled, first-generation students were less likely to persist in postsecondary education. Eighteen tables detail the study's findings. (Contains 35 references.) (DB)

ED 427 600 HE 031 791

Augustine, Catherine H.; Cole, John J. K.; Peterson, Marvin W.
Impacts of Student Assessment on Teaching & Learning: Differences between State Policy Makers and Campus Representatives. ASHE Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College Instruction; *College Outcomes Assessment; Compliance (Legal); *Educational Assessment; Educational Policy; Higher Education; Instructional Improvement; State Standards; *Student Evaluation
IDENTIFIERS- *ASHE Annual Meeting

This study compared the perceptions of state policy makers and representatives of public higher education institutions about how mandated student assessment practices affect the teaching and learning processes. Three states with mandated assessment policies were examined in depth; the states varied in geographic region, authority structure, and number of institutions of various types. Each state is analyzed in terms of: (1) policy background, focusing on the perceptions of state higher education executive officers regarding the match between the objective and outcome of improving teaching and learning through student assessment; (2) how representatives at the state's public institutions perceive the state policy; (3) approaches to student assessment used by public institutions in the state; (4) the amount of support evidenced by the state's public institutions for conducting student assessment; and (5) the impacts of conducting student assessment, as reported by the institutional representative. A summary section compares state administrator and institutional representative perceptions. The study identified three main themes: first, agreement between states and institutions on the importance of improving teaching and learning; second, confusion at the institutional level about state assessment requirements; and, third, variations in institutional commitment to assessment. (Contains 27 references.) (DB)

ED 427 601 HE 031 792

Subotzky, George
Alternatives to the Entrepreneurial University: New Modes of Knowledge Production in Community Service Programs. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English

literature. The methods section provides an overview of the sampling, data collection, and data analysis procedures. Findings are amplified by extensive quotes and detailed descriptions of the three institutional responses. The paper concludes with sections on theoretical interpretations, recommendations for future research, and implications for practice. (Contains 29 references.) (CH)

ED 427 619 HE 031 869

deRudder, Helmut
What Sort of Comparative Higher Education Research, What For, and For Whom? Reflections on Its Historical, Societal, Disciplinary, and Educative Context. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; Cultural Differences; Cultural Influences; *Cultural Interrelationships; Educational Principles; *Educational Research; Foreign Culture; Higher Education; Intercultural Communication
IDENTIFIERS- *ASHE Annual Meeting; European Influences; European Universities

This paper focuses on five basic concepts that exemplify the comparative study of higher education. It examines its contribution to the understanding of higher education: Comparative higher education is seen as the best means of examining one's own system, of understanding its cultural characteristics, of seeing alternatives, and of understanding commonalities and differences. Using a macrosociological approach, it seeks to explain similarities and differences by relating higher education to the society and culture in which it is embedded. It looks at the historical, common European root of universities and to the interrelationship between religious, political, economic, cultural, and social developments and the development of higher education. It examines higher education's place in national societies and cultures, and as a worldwide culture of its own. Despite differences in European and American higher education, similarities are seen in values and beliefs, institutional forms, scholarship, research, and teaching, and standards. It notes the value of comparative higher education for the self-education of academics and scholars, as well as for students in the field of higher education, arguing that an understanding of comparative higher education is integral to the concept of an educated academic. Contains 11 references. (CH)

ED 427 620 HE 031 875

Martin, Bette; Scott, Dorothy O.
The Role of the Professional Board Secretary. Board Leadership. Board Basics.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Career Education; *Career Guidance; Educational Attitudes; *Educational Benefits; Educational Research; Educational Theories; Foreign Countries; Influences; Research Needs; *School Effectiveness; Secondary Education; *Student Motivation; Teacher Attitudes
IDENTIFIERS- *United Kingdom

Career education and guidance (CEG) are schools is primarily concerned with helping students make and implement career decisions. Evidence from motivation, self-efficacy, expectancy-value, achievement motivation, and attribution theory suggests that CEG may helps enhance pupil motivation and attainment. In terms of those theories, CEG can help young people accomplish the following: understand the relationship between educational goals and access to occupational goals; clarify valued outcomes; set attainable educational goals; and understand the relationship between current educational effort and performance to achievement of educational and career goals. CEG may therefore help pupils develop a sense of purpose, challenge their inhibiting beliefs, form "moderately challenging goals" with high intrinsic motivational force, and minimize entry into educational options resulting in diminished effort and persistence. Better studies of CEG are available in the United States. Compared with U.S. CEG programs, CEG programs in the United Kingdom are defined more narrowly and begun later. Consequently, the United Kingdom needs its own research on the effects of CEG. (MN)

ED 427 163 CE 078 020

Hustler, David; Carter, Karen; Halsall, Rob; Watts, Tony; Ball, Ben; Ward, Rob
Developing Career Management Skills in Higher Education. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; Career Development; *Career Education; *Career Planning; *Counseling Services; Counseling Techniques; Counselor Role; *Delivery Systems; Educational Practices; Evaluation Methods; Extracurricular Activities; Foreign Countries; Higher Education; Integrated Curriculum; Learning Modules; School Business Relationship; *Skill Development; Student Evaluation; Student Participation; Teacher Attitudes; Teacher Role
IDENTIFIERS- *United Kingdom

Development of career management skills in higher education (HE) was examined in a study of nine HE institutions in the United Kingdom. Despite widespread acknowledgment of the importance of career management skills, consensus on the precise way such skills should be defined and related to core (key) skills was limited. Three strategies for delivery of career management skills were developed: delivery through specific generic or customized modules; integration within academic programs at the curriculum or personal level; and the extracurricular approach (delivery outside the curriculum via technology or noncredit special events). Methods of assessing students' mastery of career management skills at the HE institutions included the

Stevens, Paul
Why Career Planning Can't Be Hurried.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Counseling; *Career Education; *Career Planning; *Counseling Techniques; *Counselor Client Relationship; Decision Making; Empowerment; Foreign Countries; *Helping Relationship; Models; Self Evaluation (Individuals)

The apprehension and insecurity generated by the shattering of expectations of long-term work are causing many individuals to develop self-limiting beliefs and behaviors and resist taking responsibility for their own career futures. Consequently, endeavoring to facilitate a client's career decision making in one meeting has become unprofessional. The first objective should be to determine where clients are in the career review process. Helpers (career counselors) need a structured process to help them and their clients navigate through the nonlinear career-planning journey. Stevens' model of career development, which emphasizes integration of clients' work-related and personal strengths by encouraging a review of the whole person, postulates six stages of career development: self-assessment, interpreting data, opportunity awareness, decision learning, transition training, and transition accomplished. Career planning workbooks and career assessments that can be self-administered under a counselor's supervision are useful tools for career planning because they help clients develop responsibility and accountability for their career development and work satisfaction. Regardless of the tools available to them, many people get stuck in the decision-making phase. Gelatt's Positive Uncertainty Approach is valuable because it helps clients learn to live with uncertainty and not always expect definite answers and precise outcomes in their career planning. (MN)

ED 427 182   CE 078 055

Stevens, Paul
Strategies for Electronic Career Support to Employees.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Counseling; *Career Development; *Career Education; Career Planning; *Computer Oriented Programs; Cost Effectiveness; Counseling Techniques; *Employer Employee Relationship; Helping Relationship; *Labor Force Development; Models; *Online Systems; Systems Approach
IDENTIFIERS- Intranets

As more organizations reduce their human resources management (HRM) staff and look for ways for fewer employees to do more work, interest in developing electronic career support for employees is increasing. An Intranet-based solution uses

ED 427 199   CE 078 095

Mortera-Gutierrez, Fernando

The World Bank Rural Development Field Staff Distance Learning and Training Strategy.

PUB DATE- 99

NOTE- 8p.; Paper presented at the Annual Distance Education Conference (6th, San Antonio, TX, January 12-15, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Agricultural Education; Curriculum Development; *Distance Education; Foreign Countries; Individualized Instruction; Material Development; Needs Assessment; *Online Systems; Pacing; Research; *Rural Development; *Rural Extension; *Staff Development

IDENTIFIERS- *World Bank

The Rural Development Distance Learning and Training Strategy targets locally recruited field staff of the World Bank Rural Sector. Field staff at the bank's mission offices worldwide are heterogeneous in terms of culture, ethnicity, race, gender, social class, and religion. However, they have the following in common: they follow the Bank's work rules and corporate culture; they share the same job responsibilities; and they have access to means of communication and information that allow them the delivery of instruction and training. Staff needs for learning and training have been identified through a needs assessment report and a formal content analysis of interviews with rural development experts. The core training program provides learning opportunities to enable all rural field staff to perform effectively and efficiently in their current and future assignments. Three broad categories of knowledge and skill needs are bank operations, rural development, and basic skills. The range of training/learning products to enable field staff to follow self-paced learning and distance learning courses and workshops includes printed materials, videotapes and workbook sets, Internet-based training units, CD-ROMs, and audiocassettes. Staff may choose the medium or combination of media most suited to their work and family situation and time availability. The distance learning and training strategy also features interactive communication using e-mail, discussion forums via the Internet or Intranet, and videoconferencing. (Contains 14 references) (YLB)

ED 427 200   CE 078 096

Vandegrift, Judith A.

Differences in Public Understanding of and Reactions to GSPED Based on Awareness of the Initiative. Arizona Workforce Development Briefing Paper #1. and Differences in Public Understanding of and Reactions to GSPED Based on Urban-Rural Residency. Arizona Workforce Development Briefing Paper #2.

PUB DATE- 98

NOTE- 6p.; Written in consultation with Joel Wright.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Adult Education; *Economic Development; Employer Attitudes; *Labor Force Development; Marketing; Parent Attitudes; *Partnerships in Education;

activities appropriate to the needs of the adult learners to whom they provide literacy services. Components of each learning activity include some or all of the following: structure; directions for structure; basic elements employed; lesson title with content area(s), category, and time; directions for activity; additional ideas; handout recommendations; text suggestions; and handout(s). (YLB)

ED 427 217 CE 078 127

Gruber, Samuel C.
Cumberland Valley School District's "High School Diploma Program for Adults." Extension of 1995-96 "353 Grant." Earning a Regular High School Diploma with or without a GED. Final Report, 1997-98.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 72p.; For previous "Cumberland Valley School District's High School Diploma Program for Adults", see ED 402 495 and ED 419 106.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; Community Resources; Consumer Economics; Government (Administrative Body); Health; High School Equivalency Programs; *High School Graduates; *Nontraditional Education; Program Development; Student Certification; Student Recruitment; Writing Skills
IDENTIFIERS- *Adult High School Diploma; 353 Project

This document consists of a final report, informational packet, and training manual. These materials are from a 1997-98 extension of a project during which several educational agencies used the Cumberland Valley (Pennsylvania) diploma model to develop their own high school diploma program for implementation. The report itself describes the diploma programs as modified by the educational agencies to meet local needs and discusses the value of a high school diploma as an alternative to the General Educational Development diploma. An informational packet contains the following: an open letter to educational agencies from the superintendent of Cumberland Valley School District; the school district's rationale for a diploma program; financial strategies for supporting a high school diploma program; letters from partnerships; AchievE brochure with information about all facets of the diploma program; and an AchievE workbook that lists the life skills divided into these areas--consumer economics, community resources, government and law, health, occupational knowledge, global studies, and writing seminars. The training manual contains the following: program goals; the target population; discussion of the diagnostic and final assessments; responsibilities of the adult education committee, director, administrative assistant, staff, and counselor; student recruitment; and calendar. Appendixes include the competencies as they appear in the AchievE workbook, application, and sample letters. (YLB)

ED 427 218 CE 078 128

Royce, Sherry

learners who attend ABLE-funded programs in Pennsylvania. Results of a survey of 249 ABLE-funded programs identified 33 programs serving one or more of 6 special needs populations: drug and alcohol rehabilitation, hearing impaired or deaf, mentally ill, mentally retarded, physically handicapped, and visually impaired or blind. A second survey administered to the 33 programs obtained information to assist ABLE in developing activities that would result in performance standards appropriate to the unique target populations. Information was collated for each program in the following areas: target populations in six areas of disability; ratios of total adult populations to target populations; procedures and techniques used by programs to identify members of target populations; percentage of target populations the program works with to maintain students' present educational basic skills rather than improve these skills; unique accommodations made for adult learners in special target populations; and equipment and/or materials used with the special target populations. Findings indicated a wide variance among the 33 programs as to program characteristics, instructional programs, and other techniques used by the programs. (Survey data and forms are appended.) (YLB)

ED 427 236   CE 078 148

How Adult Education Program Improvement Is Working in Pennsylvania. An Introduction to Pennsylvania's Adult Basic and Literacy Education Program Improvement Initiative.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Quality; Literacy Education; Outcomes of Education; Pilot Projects; Program Effectiveness; Program Evaluation; *Program Improvement; Staff Development; State Programs; *Student Evaluation
IDENTIFIERS- Pennsylvania; 353 Project

EQUAL (Educational Quality or Adult Literacy) is Pennsylvania's program improvement initiative that measures performance by the quality of education learners receive. For 3 years, Project EQUAL was piloted in adult education agencies throughout the state. Beginning in 1997, the pilot projects helped to develop a process for continuous program improvement for 22 adult basic and literacy education programs. During the first 2 years, the pilot programs systematically collected learner assessment data on a sample of learners. In the third year, the pilot projects reviewed the results of their learner assessment data and began to analyze their own assessment practices and results. Data were used to view program performance against indicators of program quality, especially in the areas of assessment, curriculum, and instruction. At the state level, assessment data submitted on 1,800 adult learners were analyzed. After 3 years of EQUAL, many changes are evident, including the following: (1) programs are standardizing their intake, assessment, and close-out procedures; (2) new monitoring practices are in place to document the progress of students who leave before completing a program; (3) multi-service agencies are working as a team, using common intake and data collection procedures; (4) staff are using data collection and analysis as areas of noncredit programs and the expansions possible through distance education are also discussed. Section 3, "Marketing and Finances in Continuing Education," discusses some of the current realities and future educational needs in this fast-growing field. Each of the 12 chapters of the book concludes with a bibliography of works that were consulted in the preparation of the text and additional related resources that may be of interest to the reader. Eight appendixes contain the following: a sample mission statement for off-campus programs, a sample marketing plan development questionnaire, sample external and internal plans, sample continuing education department annual report, a private university on-campus and off-campus school of engineering report, a state university annual report, a list of distance education organizations worldwide, and information about the Educational Technology Leadership Program at George Washington University. (KC)

ED 427 254   CE 078 200

Watson, David; Taylor, Richard
Lifelong Learning and the University. A Post-Dearing Agenda.
PUB DATE- 98
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Curriculum; Education Work Relationship; *Educational Change; Educational Development; Educational Resources; Foreign Countries; *Higher Education; *Lifelong Learning; *Outcomes of Education; *Student Participation; Universities
IDENTIFIERS- *United Kingdom

This book evaluates the cogency, relevance, and prospects for success of the 1997 Dearing report and recommendations (1997) for lifelong learning and the university system in the United Kingdom. Part 1 sets the scene in terms of changes between Robbins's 1963 report and Dearing's. Three chapters cover changes in United Kingdom higher education (HE); changes in society, the economy, and politics; and lifelong learning in Europe. Part 2 analyzes the actual and potential systems measured in terms of patterns of participation. Three chapters discuss getting into, getting on in, and coming back to HE. Part 3 analyzes curriculum and its delivery. Five chapters look at modules, semesters, and credits; learning in and away from the university; professional dimension; and quality and standards. Part 4 analyzes resources made available and under what conditions. Five chapters address supporting students, institutions, staff, communities, and the state. Part 5 focuses on impact of the system. Three chapters cover lifelong learning and the world of work, common culture, and the university community. Two chapters in part 6 offer a prognosis of the chances of the Dearing vision of a higher education contributing to the learning society and discuss lifelong learning and the Universities Association for Continuing Education. Each section identifies the relevant specific recommendations of the Dearing Report and their prospects for practical success. The book contains 151 references and an index. (YLB)

ED 427 255   CE 078 206

Bentley, Tom
Learning beyond the Classroom: Education for a Changing World.
PUB DATE- 98

A review of research was undertaken to clarify the use of time out as a behavior management method in the schools. "Time out," the concept of separating children from their peers, is applied in familial, day care, and school settings to manage negative behaviors. Wide variations in the observed application of time out in regular and special education classrooms led to this inquiry. Research was analyzed to determine what circumstances and parameters warranted the application of the time out method. Learning principles, which provide the foundation for the application of the time out procedure, are reviewed along with less aversive behavioral interventions that may used in place of time out. Procedural guidelines are incorporated to provide the reader with an understanding of the need for cautious administration of time out with students in inclusive and special education classrooms. Recommendations for teacher education based on the principles operant learning theory, knowledge of rules and regulations concerning the use of time out, and consideration of the student's individual needs prior to enacting time out procedures in schools are included. (EMK)

ED 427 273 CG 029 096

Silver, Rawley A.
Studies in Art Therapy 1962-1998: Access to Fantasies and Cognitive Skills.
PUB DATE- 99
NOTE- 190p.; Foreword by Christine Turner.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Therapy; Children; Deafness; Patients; Research; *Self Expression; Sex Differences; Thinking Skills

This volume contains a compendium of the work of Rawley Silver. A founding member of the American Art Therapy Association, Silver is both an artist and a researcher; she is the originator of the Silver Drawing Test (SDT). In Part 1, nine studies in the area of "Hearing Impairments and Language Disorders" include three studies on art education for the deaf, three studies related to cognitive skills among deaf and aphasic children; one study on teaching art to deaf students; one study on Imagination, Originality, and Abstract Thinking among deaf children; and "Comparing SDT Scores of Deaf, Hearing, and Learning-Disabled Girls and Boys." Five additional studies are summarized. In Part 2, six studies on "Learning Disorders, Brain Injury, and Mental Illness" are presented. These include "Teaching Handicapped Children," "Art as Language," "Identifying Gifted Handicapped Children through Their Drawings;" two articles on cognitive skills, one on Stimulus Drawing Technique with adult psychiatric patients, stroke patients, and adolescents. Five additional studies are summarized. In Part 3, six studies on "Unimpaired Children and Adults; Age and Gender Differences, Self-Images, and Correlations" investigate subjects such as emotional content, fantasies, and attitudes related to sex differences and self-image in drawings. Six additional studies are summarized. (EMK)

ED 427 274 CG 029 105

Daugherty, Dorothy, Ed.; Stanhope, Victoria, Ed.
Pathways to Tolerance: Student Diversity.
PUB DATE- 98
NOTE- 58p.

ED 427 293 CS 013 418

Bock, Robert
Why Children Succeed or Fail at Reading. Research from NICHD's Program in Learning Disabilities.
PUB DATE- 98
NOTE- 5p.; "Prepared for the NICHD Extramural Program in Learning Disabilities."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Reading Diagnosis; *Reading Difficulties; Reading Improvement; Reading Research; *Remedial Reading

Noting that 80% of children will learn to read no matter what method is used to teach them, this information sheet offers a brief overview of research on reading impairments undertaken at the National Institute of Child Health and Human Development (NICHD). The information sheet first describes the casualties of mild and severe reading difficulties, notes common misconceptions about reading disabilities, and states that in many cases, reading impairment is related to deficiencies in the way the brain processes letter sounds. The next section discusses overcoming reading disability, noting that 20% of children must be taught the letter-sound system directly in order to learn to read successfully. The information sheet then briefly discusses identifying a reading disability. It continues by discussing treatment methods. NICHD research has shown that children taught with a combination of whole language and phonics make the greatest gains in reading, and fare better than children taught exclusively with one method, and concludes that reading impaired students should be taught in a manner integrating the three methods. The information sheet concludes by discussing some research in progress at the NICHD on the nature of reading disability. (SR)

ED 427 294 CS 013 419

Fountas, Irene C., Ed.; Pinnell, Gay Su, Ed.
Voices on Word Matters: Learning about Phonics and Spelling in the Literacy Classroom.
PUB DATE- 99
NOTE- 223p.; For the companion volume, "Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom," see CS 013 278.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Evaluation Methods; *Phonics; Primary Education; Reading Research; *Spelling; Student Evaluation; Teaching Methods; *Word Recognition; Word Study Skills; *Writing Instruction
IDENTIFIERS- Shared Reading

Extending the editors' system for word study, this book presents essays by scholars and practitioners who explore letter and word learning in a variety of reading, writing, and language contexts in the primary classroom, with articles that range from detailed observations of individual readers and writers to full-scale analyses of classroom processes and student work. The book includes practical information on how to engage in interactive writing and shared reading, how to use a word wall and word sorting, and how to use effective assessment tools.

DESCRIPTORS- Annotated Bibliographies; *Childrens Literature;
Emotional Development; *Empathy; Interpersonal Competence;
*Picture Books; Primary Education; Realism; Social Development

Empathy is important in social adjustment, and teachers can assist in its development in children. This paper suggests a rationale for encouraging the use of empathy related literature and provides teachers with a children's literature resource of realistic picture books whose stories evoke feelings of empathy. The books listed in this paper were selected because they realistically deal with emphatic elements which will appeal to children ages 4-8. (Contains 18 references.) (RS)

ED 427 317 CS 216 577

Lukens, Rebecca J.
A Critical Handbook of Children's Literature. Sixth Edition.
PUB DATE- 99
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; *Childrens Literature; Elementary Education; Instructional Material Evaluation; Literary Genres; Literary Styles; Nonfiction; Poetry; Reading Aloud to Others; *Reading Material Selection
IDENTIFIERS- Multicultural Literature

Designed to accompany reading of children's books from all genres, this book helps teachers meet the challenge of selecting the best literature for children. It trains future teachers to make judgments about what constitutes quality children's literature and thoroughly discusses the nature of and genres within children's literature. Taking readers through the definitions of literary terms, reviewing plot, character, theme, setting, point of view, style and tone, the book provides sound criteria for assessing the merit of children's books. This sixth edition offers more coverage of multicultural literature, new chapter opening questions, and enhanced content on reading aloud to children. Chapters in the book are: (1) Literature: What Is It?; (2) Genre in Children's Literature; (3) Picture Books; (4) Character; (5) Plot; (6) Theme; (7) Setting; (8) Point of View; (9) Style; (10) Tone; (11) From Rhyme to Poetry; (12) Biography; and (13) Nonfiction. Appendixes contain a list of award-winning children's books, selected magazines for children, and selected reviewing media for children's books. (RS)

ED 427 318 CS 216 578

Ngeow, Karen Yeok-Hwa
Motivation and Transfer in Language Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Language Acquisition; *Learning Strategies; *Prior Learning; *Student Motivation; *Transfer of Training

NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Grade 1; *Instructional Effectiveness; Primary Education; *Reading Instruction; *Teacher Effectiveness; Teacher Evaluation; Teaching Styles; *Writing Instruction

Five teams of researchers observed literacy instruction in 28 first-grade classrooms in diverse settings across five states. At each site, they observed teachers who had been identified by administrators as outstanding or typical, and they noted how each teacher taught and the literacy achievements of the students in each class. Based on student academic engagement and classroom literacy performances, the most effective and least effective teachers in each locale were selected and their instruction further analyzed. The classrooms of the most effective teachers were characterized by high academic engagement, excellent classroom management, positive reinforcement and cooperation, explicit teaching of skills, an emphasis on literature, much reading and writing, matching of task demands to student competence, encouragement of student self-regulation, and strong cross-curricular connections. The lowest achieving students in these classrooms outperformed their peers in more typical classrooms on several measures. (Contains 54 references and 3 tables of data; appendixes contain a description of research personnel responsibilities, and a list of characteristics that differentiate the most-effective-for-locale classrooms.) (Author/RS)

ED 427 339 CS 216 606

Peniel, Israel
Installing Procedural Guidelines for the Writer's Teaching Diverse Populations Class To Insure a Successful Job-Shadowing Experience for Future Teachers.
PUB DATE- 98
NOTE- 48p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Education Work Relationship; Elementary Secondary Education; Guidelines; *Preservice Teacher Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Job Shadowing

This practicum was structured to provide a clearer understanding of guidelines and procedures for students, field teachers, and administrative staff at a community college to ensure a successful "job-shadowing" experience for future teachers. The focus was on developing a job-shadowing packet to provide forms, procedural guidelines, and criteria to maximize the success of the instructor, field teacher and administration facilitating the students' experience. The Teaching Diverse Populations Course did not have guidelines in place for the field teachers or the college students to follow to ensure success in the shadowing experience. The college has not established guidelines for the K-12 teachers who agree to participate in the shadowing process. The students enrolled in the Teaching Diverse Populations Course are not provided with guidelines to understand their responsibilities in the shadowing process. In addition, an evaluation method is not established to assess the value of the shadowing experience for the students. The guidelines and procedures will cause the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Communication Skills; Consultants; Higher Education; *Interpersonal Communication; *Speech Communication; Speech Instruction

On the basis of theoretical reflection and personal experience, this paper offers five guidelines for fostering dialogical learning experiences in consulting in the field of communication. After a discussion of the author's dialogical learning experiences in overcoming communication problems with his father, the paper provides these guidelines: (1) call forth assumptions to make room for otherness; (2) strengthen the "I" for "Thou and I"; (3) facilitate give and take, but do not mystify dialogue; (4) help groups pause and reflect on the reality that they are creating for themselves, so that they can negotiate new realities through give and take; and (5) do not mystify yourself. (Contains 17 references.) (Author/CR)

ED 427 361 CS 509 993

Messman, Susan J.; Jones-Corley, Jennifer; Mezzacappa, David; Crusan, Deborah
Cognitive and Affective Learning in the Basic Course: Effects of Delivery Format, Immediacy, and Communication Apprehension.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; Comparative Analysis; Conventional Instruction; Higher Education; *Instructional Effectiveness; *Introductory Courses; Lecture Method; *Speech Communication; *Teacher Behavior
IDENTIFIERS- *Teacher Immediacy

A quasi-experimental design was used to investigate changes in learning outcomes for students enrolled in large-lecture/break-out sections versus in self-contained sections of the basic communication course. More precisely, the study explores the relationship between communication apprehension, immediacy and learning outcomes for the two class formats. Results indicate that students' cognitive learning outcomes are slightly higher in the large-lecture/break-out sections versus self-contained sections. In addition, affective learning decreases for all students from the first day of class and slightly more for students in the large-lecture/break-out sections. However, when the teacher is perceived as highly immediate, there is no difference in formats. (Contains 5 notes, 55 references, 1 figure, and 5 tables and a figure of data; an appendix contains the cognitive learning measure items.) (Author/RS)

ED 427 362 CS 509 994

McCroskey, Linda L.
An Examination of Factors Influencing U.S. Student Perceptions of Native and Non-Native U.S. Teacher Effectiveness.
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).

State of the Art Learning Labs and Assessment.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Departments; Educational Technology; *Evaluation Methods; Higher Education; *Learning Laboratories; *Speech Communication; *Student Evaluation
IDENTIFIERS- University of Arkansas Little Rock

Noting that assessment continues to be at the forefront of the speech communication discipline and the academy in general, this paper reflects on one speech communication department's struggle to make assessment meaningful and doable. The Speech Communications Department at the University of Arkansas at Little Rock uses such "low tech" assessment methods as portfolios, yet the department finds itself in the throes of learning "high tech" options. The paper provides a case study on "high tech" assessment by first describing the context and background of the department's assessment efforts. The remaining sections of the paper are devoted to describing two high tech resources the department is using and the specific lessons learned about these assessment methods. An appendix presents a timetable for assessing basic course learning objectives. (RS)

ED 427 382 CS 510 022

Zarra, June
Using Manipulatives To Retell a Story within a Preschool Disabilities Setting.
PUB DATE- 99
NOTE- 36p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Communication Research; *Disabilities; Learning Disabilities; *Manipulative Materials; *Preschool Children; Preschool Education; *Recall (Psychology); *Story Telling
IDENTIFIERS- *Retelling

A study compared the effectiveness of three different story-telling strategies on a preschool disabilities population. Participants were exposed to stories through oral story telling using auditory cues only, story telling with illustrations such as Big Books, or story telling using illustrations and puppets. Participants were asked to retell the stories either orally, using visual aids, or through role-play with the use of puppets. Results indicated a significant difference in the participant's recall when manipulatives were involved. (Contains 44 references and 3 tables of data; appendixes contain 2 oral scripts.) (Author/RS)

ED 427 383 EA 029 252

Daresh, John C.; Dunlap, Karen; Gantner, Myrna W.; Hvizdak, Marianne
View from the Field: The Principal's Perspective on Effective School Leadership Characteristics.
PUB DATE- 98

requirements. Such notices should contain a statement of nondiscrimination that specifies the basis for nondiscrimination and should identify those responsible for coordinating compliance efforts. A sample notice of nondiscrimination is provided. (RJM)

ED 427 401 EA 029 624

Weber, Peter
Charter Schools: A State Legislative Update. Research Today.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; Educational Change; *Educational Legislation; Elementary Secondary Education; State Action; *State Legislation; State Regulation

Charter schools are a growing phenomenon in American education. This legislative update provides information on the four states--Idaho, Missouri, Virginia, and Utah--that enacted charter-school laws during the 1998 legislative session, as well as information on legislative changes in other states with charter-school legislation. Charter schools are public schools that operate under a contract or charter so as to create alternatives and choice within the public-school system. The legislation passed in the states that most recently added charter schools varied, with each state having a different form of charter-school legislation. For example, in Idaho and Virginia, local school boards grant the charters. During the 1997-98 legislative session, several states changed already existing legislation. California increased its cap on charter schools and allowed charter schools to organize as nonprofit organizations. Florida created a charter-school-in-the-workplace program, and Georgia allowed the creation of new charter schools. Charter-school legislation was considered but not enacted in Indiana, Iowa, New York, Oklahoma, South Dakota, Tennessee, Vermont, and Washington. Two charts list states with charter-school legislation by year of first enactment and provide a summary of key legislative provisions of charter-school laws in four states. (RJM)

ED 427 402 EA 029 631

Counts, George E.; Shepard, I. Sue; Farmer, Richard F.
Evaluation and Supervision of Teachers in Missouri Schools.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Performance Based Assessment; *Principals; School Administration; *School Supervision; State Standards; *Teacher Administrator Relationship; *Teacher Evaluation
IDENTIFIERS- *Missouri

Reform legislation enacted by the 1983 General Assembly in Missouri prompted the development of guidelines for Performance Based Teacher Evaluation (PBTE) in order to improve education. This paper presents a study that examined principals' use of PBTE. For the research, 180 principals from elementary-school, middle-school, and secondary-school populations, ranging in size from 100 to 1,199 students, were surveyed. The survey questions explored traditional versus constructivist views of away from traditional teaching methods and making teaching relevant to students. However, it was moving from one extreme to another in the process of reform that lead to the disastrous results of the reform. (Contains 29 references.) (RJM)

ED 427 420 EA 029 659

McKee, Alison
From Homeschool to College and Work: Turning Your Homeschooled Experiences into College and Job Portfolios. Second Edition.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); *College Applicants; College Bound Students; Elementary Secondary Education; Higher Education; *Home Schooling; *Portfolios (Background Materials); Student Records

Students who are homeschooled face special challenges when assembling their college-admissions portfolio. This booklet shows parents and students how to write a successful portfolio. It emphasizes the kinds of documents that will be needed and offers tips on documenting the learning process and how to begin and maintain an academic journal. It details ways to compile the data in the journal, listing examples of how to organize the information into a sensible document, and explores the purposes of keeping the journal even for students who do not plan to attend college or a specialized training program. Once the information is assembled, it discusses what to put in the final document, depending on whether the student is applying for college or is pursuing a job. These sections emphasize the importance of recognizing and writing for the potential readers of the portfolio and how students can describe their skills with a punch. A special section in the text looks at common concerns and questions that parents and students have when assembling a portfolio. These include What about high school diplomas? and What about ACT and SAT tests? Five appendices feature further information on admissions query letters, the admissions essay, sample attachments to the portfolio, and other information. (RJM)

ED 427 421 EA 029 660

Richardson, Lystra M.
Stress in the Superintendency: Implications for Achieving Excellence.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 30-November 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Burnout; Elementary Secondary Education; School Administration; Stress Management; *Stress Variables; *Superintendents; *Work Environment
IDENTIFIERS- *Connecticut

This paper reports on a study that identified the perceived

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; Mass Media; *News Media; *Public Relations; Public Support
IDENTIFIERS- *Press Releases

This guide offers those who wish to establish a charter school some of the fundamentals of accessing, establishing relationships with, and working with the media. The first step is to appoint a key spokesperson or contact authorized to speak to the media and then give that person your school's mission statement. When dealing with the media, it is important to know media traits and communication vehicles. Newspapers, for example, should be given a story at least one week before a release date. The media person should always keep in mind the medium, remembering that newspapers are made up of photographs, graphics, and text in a static format, whereas television is a visual and moving medium. Once that distinction is understood, then how the news is packaged should be carefully considered. Tips on writing a news release for newspapers and radio are offered, and media spokespersons are advised to answer the questions of "Who," "What," "When," "Where," "Why," and "How." Many news outlets also appreciate being sent a media kit that contains a collection of related information and may include background material, a fact sheet, photographs, a reproducible logo, slides, or other materials that print and electronic media use in reporting stories. (RJM)

ED 427 440 EA 029 847

Educational Excellence for All Children Act of 1999: An Overview of the Clinton Administration's Proposal To Reauthorize the Elementary and Secondary Education Act.
PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Improvement; *Educational Legislation; Educational Quality; Elementary Secondary Education; *Excellence in Education; *Federal Legislation; Government School Relationship; *National Programs
IDENTIFIERS- *Elementary Secondary Education Act; *Reauthorization Legislation

This volume discusses "Educational Excellence for All Children Act of 1999, the proposed reauthorization of the Elementary and Secondary Education Act (ESEA), which was established in 1965 as part of Lyndon Johnson's "War on Poverty" program. The proposed 1999 Act builds upon the 1994 reauthorization of ESEA titled "Improving America's Schools Act" and the "Goals 2000: Educate America Act." The four guiding principles for ESEA in 1999 are: (1) high standards in every classroom; (2) improving teacher and principal quality; (3) strengthening accountability; and (4) ensuring that all children can learn in environments that are safe, disciplined and drug-free and where their parents feel welcome and involved. The discussion of each of the 11 Titles in the proposed legislation includes a summary of: "What's New"; "What We've Learned"; and "What We Propose."

intervention services; (4) steps for being an effective parent advocate; (5) types of services available under the early intervention program; (6) referral of a child to the early intervention program by a parent, doctor, or other health care provider; (7) the role of the service coordinator; (8) the evaluation of infants and toddlers for early intervention services; (9) the Individualized Family Service Plan (IFSP); (10) review of the IFSP at least every six months; (11) transition of a child in the early intervention program to a preschool program with services; (12) parent and student rights, mediation, impartial hearings, and attorney fees; (13) confidentiality and student records; and (14) the history of the early intervention program. The handbook closes with a list of early intervention programs in New York State and their telephone numbers, a glossary of relevant terms, and a guide to special education abbreviations. (CR)

ED 427 459 EC 307 029

Robinson, Deann A.; Attix, Gerald V.
Amazing "Speaking Dynamically" Tools Utilized in High School Special Education Classroom.
PUB DATE- 98
NOTE- 4p.; Paper presented at the California State University - Northridge Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Assistive Devices (for Disabled); Augmentative and Alternative Communication; *Communication Aids (for Disabled); *Computer Software; *Computer Uses in Education; *Disabilities; High Schools; Interpersonal Communication; School Community Relationship; Special Education; *Vocabulary Development; Word Recognition
IDENTIFIERS- *Communication Boards

This paper describes how Alameda High School in California is using the Speaking Dynamically Pro v2.0 software by Mayer-Johnson to help 13 special education students (ages 14-18) communicate and make the world more accessible. The students have a range of disabilities and skill levels. This computer program enables the students to make choices, convey needs, and have experiences with people in the community that they were unable to communicate with before. The school has developed over 300 communication boards on the Speaking Dynamically Pro v2.0 program for these students. The boards are divided into six main areas: restaurants and food, community businesses, a math game, computer software and game choices, journal writing, and free-time activity choices. The development of the boards was based on the classroom's schedule and curriculum. Boards were created which involved school and community experiences. Also included are conversations or interactions that students would commonly have while in places of business such as the bank, post office, or library. The boards can be used to role-play conversations and interactions, and increase vocabulary and word recognition, as well as familiarize the students with the functions of community businesses. (CR)

ED 427 460 EC 307 030

Jahnukainen, Markku
Ten Years after Special Education: EBD-Students in Transition to Adulthood in Finland.

PUB DATE- 99
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; *Educational Change; Elementary Secondary Education; *Inservice Teacher Education; *Leadership Qualities; Postsecondary Education; Professional Development; Regular and Special Education Relationship; *Teacher Collaboration; Teamwork
IDENTIFIERS- *Learning Communities

This book offers a theoretical framework and practical guidance for creating professional learning communities in schools. It proposes to renew the capacity of the school as a whole to produce positive results for all children. Part 1, "Building Professional Learning Communities: The Cornerstones," discusses the concepts and assumptions instrumental to building school-based professional learning communities. Chapters discuss the role of collegial learning and focus on leadership qualities such as vision, values, service, capacity building and relationship building that support the building of school-based professional learning communities. Part 2, "Building Professional Learning Communities: The Process," offers practical guidance and tools for developing school-based professional learning communities. Chapters provide a framework for a school community's discovery and articulation of its identity and introduces the collaborative learning process that supports staff and families in learning together. Stages of the collaborative learning process are presented along with key questions, supporting activities, and examples. Ten tools that are relevant to building professional learning communities are presented. (Contains 74 references.) (CR)

ED 427 479 EC 307 050

Report of the Office of Special Education Programs Annual Technical Assistance and Dissemination Conference (8th, March 2-4, 1998).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Educational Technology; Elementary Secondary Education; Focus Groups; *Information Dissemination; Information Needs; *Information Networks; Information Services; Information Utilization; Models; *Special Education; *Technical Assistance; *Theory Practice Relationship
IDENTIFIERS- Office of Special Education Programs

This report summarizes the information exchanged among Technical Assistance and Dissemination (TA&D) projects and other U.S. Department of Education projects during a conference on promoting and supporting change through training and network development. The report begins with an overview of the results from the Interview Design Process Plenary Session, which aimed to foster awareness building and networking about the collective Office of Special Education Programs (OSEP) and TA&D Network goals of improving results for children with disabilities and their families. The second section includes own schools. Further recommended are changes in approvals for general obligation bonds and a relaxing of state minimum standards for schools and classrooms so they are more flexible and capable of meeting modern needs. The state is also urged to take a one-stop shopping approach to the procedures it requires of school districts in the application and approval process for school construction; and relax the rules, laws, and regulations related to construction to give districts a greater autonomy. Appendices include Commission information and enrollment statistics. (GR)

ED 427 498 EF 005 187

District of Columbia Goals 2000: Rebuilding Public School Facilities to 21st Century Standards. Interim Report Goals 2000 Panel. Revised May 7, 1997.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Educational Facilities; Educational Facilities Improvement; Educational Finance; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Governance; *Public Schools; School Community Relationship; School Safety
IDENTIFIERS- *District of Columbia Public Schools; *Goals 2000

The Goals 2000 is a national effort to improve education in American schools so students can compete with other students throughout the world. This report is the District of Columbia's translation of the national initiative reflecting its efforts to improve student education that addresses the Goals 2000 objectives. It incorporates input from the working groups and ideas from the local community and from current research on educational reform and facility design. The report's focus and organization is on the seven goals outlined in DC Goals 2000; the interface between educational programs and school facilities. It discusses each goal and the recommendations pertinent to how facility related standards or improvements can support the reaching of the goal. Goals examined include the following issues: academic standards and career preparation, staff excellence, school governance and decision-making autonomy, school safety, managements and funding mechanisms for public education, school renovation standards, and family and community involvement. (GR)

ED 427 499 EF 005 194

Utt, Ronald D.
How Public-Private Partnerships Can Facilitate Public School Construction. Backgrounder No. 1257.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Federal Aid; Foreign Countries; *Government School Relationship; *Partnerships in Education; Public Schools; *School Construction

correlation between learners' perceptual abilities and production of the L2 Spanish stops. In particular, while some learners' L2 productions approximated those of native Spanish speakers, their perceptual boundaries were similar to boundaries for monolingual English speakers, and vice versa. (MSE)

ED 427 521 FL 025 693

Reeder, Jeffrey T.
English Speakers' Acquisition of Voiceless Stops and Trills in L2 Spanish.
PUB DATE- 98
NOTE- 20p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; Higher Education; Language Proficiency; Language Research; *Learning Processes; Linguistic Theory; *Phonology; *Pronunciation; Second Language Learning; *Spanish; Time Factors (Learning)
IDENTIFIERS- *English Speaking

A study attempted to (1) define acoustically the learner's progress in acquisition of a set of phonological features, specifically interlingual differences in the voice onset time of voiceless stop consonants and the number of taps produced when attempting to produce the Spanish phoneme /r/ (trill); (2) determine if and at what stage of acquisition the given L2 targets are realized; and (3) use data from adult English-speaking learners of Spanish to test Flege's framework of second language speech acquisition known as the Speech Learning Model. Subjects were 40 native English-speaking college students of Spanish. The learners, representing four different proficiency levels, provided data that were analyzed acoustically using computer-based speech analysis software. In addition to tracing the acquisition of a set of sounds through the four levels, the study provides evidence that the Spanish trill is acquired differently than the voiceless stops. Furthermore, Flege's model is shown to be a relevant model of second language speech acquisition with respect to the sounds and language combination examined here. Contains 17 references. (MSE)

ED 427 522 FL 025 694

Pino, Barbara Gonzalez
Prochievement Testing of Speaking: Matching Instructor Expectations, Learner Proficiency Level, and Task Type.
PUB DATE- 98
NOTE- 17p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; *Evaluation Criteria; Higher Education; Interrater Reliability; *Language Proficiency; Language Research; Language Teachers; *Language Tests; Oral Language; Second Language Learning; *Second Languages; *Spanish; Speech Skills; Surveys; Teacher Attitudes; *Teacher Expectations of Students; Test Items

Previous literature on classroom testing of second language

Huang, Shenghui Cindy; Lloyd, Paul; Mikulecky, Larry
ESL Literacy Self-Efficacy: Developing a New Scale.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); Learning Motivation; *Literacy; Rating Scales; Second Language Instruction; Second Language Learning; *Self Efficacy; *Test Construction; Test Reliability; Test Validity

The development and validation of a scale to assess English-as-a-Second-Language (ESL) learners' perceived self-efficacy are described. Self-efficacy expectations are beliefs about one's ability to perform a given task successfully. Research on self-efficacy and related concepts is reviewed, noting their significant role in predictor human performance. Additionally, research on attitudes and ESL language and literacy learning is examined. A pilot study on development of a self-efficacy scale is summarized, and a more detailed description of efforts to establish reliability and validity of the scale, after modification, is presented. The pilot study was conducted using a 36-item scale with 45 ESL undergraduate students in the United States. The refined 30-item scale was administered to 225 intermediate-level ESL reading and writing learners at four ESL institutions in three countries. Results indicate that the ESL literacy self-efficacy scale is comprised of four factors: perceived abilities; aspiration/persistence/enjoyment; writing affect; and reading affect. The relationships found between ESL learners' literacy self-efficacy and the measure's sub-factors are discussed, and additional implications for research and teaching are considered. The final version of the questionnaire is appended. (Contains 33 references.) (MSE)

ED 427 542 FL 025 738

Fredson, Alice, Ed.; Mann, Mary Jane, Ed.; Dock, Elena, Ed.; Wyman, Leisy Thornton, Ed.
Kipnirmiut Tiganrita Igmirtitlrit = Qipnermiut Tegganrita Egmirtellrit = The Legacy of the Kipnuk Elders.
PUB DATE- 98
NOTE- 385p.
LANGUAGE- Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Alaska Natives; Antisocial Behavior; Ethics; *Folk Culture; Indigenous Populations; *Moral Values; *Oral Tradition; Social Behavior; *Sociocultural Patterns; Uncommonly Taught Languages; *Written Language; Yupik
IDENTIFIERS- Alaska; *Yupik Eskimos

This volume contains 31 narratives traditionally told by Kipnuk (Alaska) elders, printed in both the Moravian and modern writing systems, without English translation. The elders relate rules of ethical behavior, prohibitions and commandments, and warnings against committing transgressions. The stories reveal the results that ensued from adherence to or violation of these rules. The book is intended as a resource for anyone interested in either the cultural aspects of the stories, or for comparison of the writing system developed by missionaries a century ago with the modern system currently used in most classrooms. (Author/MSE)

ED 427 543 FL 025 739

This study examined student price responsiveness by comparing the tuition and financial aid sensitivity of first-time college enrollees with that of continuing college students. Data were obtained from the National Center for Education Statistics Higher Education General Education Information Survey (HEGIS) and Integrated Postsecondary Education Data System (IPEDS) surveys for 1976 through 1994; Bureau of the Census and intercensile population estimates; annual surveys of tuition prices; surveys of state grant program expenditures; and Bureau of Labor Statistics. Cross-sectional and time-series econometric techniques revealed that for most racial groups and at most levels of public institutions, tuition price responsiveness was greater for continuing students than for first-time enrollees, with the largest difference in the community college sector. State grants appeared to help students attend college for the first time but were not as influential in the continuing enrollment of most groups of students. State grants appeared to be most influential in the first-time college attendance of Hispanic students, particularly those in community colleges. (Contains 27 references and 5 data tables.) (MDM)

ED 427 564 HE 031 755

Hunt, Robert R.
Cohen v. Brown University and the Acceleration of Gender-Equity in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998). Extracted from the author's doctoral dissertation, "Implementation and the Expansion of the Mandate: A History and Critical Legal Analysis of Twenty-Five Years of Title IX Athletic Policy Development."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Athletics; *Court Litigation; Educational Policy; Equal Education; *Federal Legislation; Feminism; *Higher Education; Legal Problems; Politics of Education; *Sex Discrimination; Sex Fairness; Social Attitudes
IDENTIFIERS- *ASHE Annual Meeting; *Cohen v Brown University; Title IX Education Amendments 1972

This paper examines the implications of the 1972 Title IX Education Amendments and the 1997 U.S. Supreme Court Cohen v Brown University decision on gender equity in athletics in higher education. It argues against the widely held belief in higher education that in the process of implementing social reforms such as Title IX, which broadly prohibits discrimination on the basis of sex under any education program or activity receiving federal financial assistance, "the law" operates as an irrevocable barrier between what is wanted or desirable and what reason dictates is possible. The paper maintains that the current Title IX doctrine bears a closer resemblance to the broad policy ambitions of the women's movement prior to the statute's enactment than to their legal expression in the statute, and that the decision making underlying the result has been at least as entrepreneurial as it has been dutiful to the mandate and its legislative history. It is concluded that from a highly confined expression of nondiscrimination policy, Title IX policy currently embraces programs as economically insular as athletics, and is arguably under five broad headings: (1) the emergence of a new kind of strategic leader; (2) the eclipse of collegial systems of decision making and the rise of management-controlled "post-collegial" mechanisms for decision making and consultation; (3) changes in research management, with consequent effects on academic work; (4) commonalities and variations in the different New Universities; and (5) changes in universities in the context of developments in public management. Overall, the study found more corporate-style university managements emerging in all institutions. It is concluded that the new research system is creating perverse incentives in academic terms such as the primacy of money income for research over research activities and outputs, the primacy of research quantity over quality, and the tendency to "flatten out" distinctions among the disciplines for administrative purposes. (Contains 13 references.) (DB)

ED 427 583 HE 031 774

Freed, Jann E.
The Challenge of Change: Creating a Quality Culture. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; College Administration; *Educational Quality; Governance; Higher Education; *Institutional Environment; Leadership; *Organizational Climate; *Organizational Development
IDENTIFIERS- *ASHE Annual Meeting; *Continuous Quality Improvement

This study attempted to identify the continuous quality improvement (CQI) practices that leaders implement in the process of changing cultures at institutions of higher education. Emphasis was on meeting the challenge of balancing a respect for the institution's existing culture while working to create a new culture. First, a survey was constructed and sent to 408 higher education institutions (273 responses) that have implemented CQI. Second, a qualitative study based on in-depth site visits to 10 institutions that had been implementing CQI principles and practices for at least three years was conducted. Visited institutions included four-year public, four-year independent, and two-year community colleges, as well as a mixture of research- and teaching-focused institutions of various sizes. The primary themes that emerged were grouped under the categories of (1) systems developed, (2) main barriers encountered, (3) outcomes of quality principles and practices, and (4) lessons learned. Major themes identified included the need for effective communication systems; (2) the need for changes in institutional culture; and (3) and the recognition that leadership is critical in changing culture. (Contains 42 references.) (DB)

ED 427 584 HE 031 775

Morton, Diane; Foster, Lenoar; Ward, Kelly
A Slice of Reality: Internships in Higher Education Programs. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Developing Nations; *Entrepreneurship; Foreign Countries; Higher Education; Models; *Outreach Programs; *Partnerships in Education; Poverty; *School Community Programs; *Service Learning; Social Change; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *South Africa

This paper explores the idea of a complementary alternative to the entrepreneurial university, with special reference to South African higher education. Emphasis is on the contribution of higher education to equitable social renewal of three interrelated issues: (1) changing global conditions and the tensions between high-tech development and basic reconstruction; (2)the relationship between teaching, research, and community service (outreach); and (3) the potential for community service partnerships and community service learning to contribute to basic reconstruction and development. The paper first identifies key changes in the external environment of higher education, noting the tensions that result from the competing interests of private investors and transnational corporations and the needs of the majority poor. The replication of this tension in South Africa's current macroeconomic and higher education policy environment is then discussed. The paper describes a hybrid range of community-oriented projects which include three necessary elements: problem-based, inquiry-rich academic training focused on community service learning; development through practical service; and civic-minded collaborative relations among participating partners. The paper concludes that the community-service partnership model represents a significant counter-trend to the entrepreneurial university. (Contains 63 references.) (DB)

ED 427 602 HE 031 793

Renn, Kristen A.
Check All That Apply: The Experience of Biracial and Multiracial College Students. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Students; Higher Education; Identification (Psychology); Peer Influence; *Racial Identification; Self Concept; Student Development; *Student Experience
IDENTIFIERS- *ASHE Annual Meeting; *Mixed Race Persons

This study explored the interaction of multiracial identity development and college campus contexts in the experience of 24 biracial or multiracial college students attending three institutions an Ivy League university, a Catholic university, and a liberal arts college. The study applied qualitative grounded theory as framed by postmodern racial identity theory. Individual interviews were held with all participants; participants provided written responses to a questionnaire; focus groups were conducted with three to four students on each campus; and observational field notes and archival data for each campus were collected and analyzed. The study identified two main themes: the notion of space and the impact of peer

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Board Administrator Relationship; *College Administration; *Governance; *Governing Boards; Higher Education; Professional Services

This booklet examines the role of the professional governing board secretary and offers guidelines for carrying out this responsibility effectively. While a wide range of responsibilities of board secretaries is noted, the board secretary's basic responsibilities center on supporting the governing board's operations, ensuring that institutional policies are followed, and facilitating appropriate interactions among the president, campus community, and external constituents. Specific responsibilities listed include: providing support for board meetings, keeping meeting minutes, ensuring compliance with legal requirements, developing trustee manuals, orienting new trustees, contributing to ongoing trustee development, facilitating communication among board members and between trustees and institution administrators, and monitoring information flow. In a brief discussion of qualifications and attributes of and opportunities for board secretaries, the booklet offers some general recommendations to the board and president (such as clarifying expectations and reporting lines) and to the board secretary (such as knowing the culture, traditions, and values of the campus). (DB)

ED 427 621 HE 031 876

Haas, Raymond, M.
Understanding the Planning Process. Strategic Decisions. Board Basics.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Board Administrator Relationship; College Administration; Decision Making; *Governance; *Governing Boards; Higher Education; *Long Range Planning; *Strategic Planning; Trustees

This booklet is a guide to the planning process for members of governing boards of institutions of higher education. Generally, it sees the role of the board in planning as ensuring that planning takes place and insisting that plans are used regularly for decision making. The publication discusses the following five specific tasks related to this general responsibility: (1) recognizing and promoting the usefulness of planning; (2) reviewing and approving a planning process for the institution; (3) holding the chief executive accountable for the planning function; (4) participating in certain steps in the planning process; and (5) using the institution's plans to make decisions, especially those that involve setting priorities and allocating resources. Also provided is a list of questions board members might consider in carrying out each of these areas of responsibility. (DB)

ED 427 622 HE 031 877

following: reflective essays or reports; learning logs, portfolios, and action plans; group or individual projects or presentations; direct assessment of resumes, applications, and interviews, and written examinations. Four models of dividing responsibilities for career management skills training among career services and teaching departments were identified: parallel delivery; career advisers acting as consultants who lent advice and support to academic staff; integrated delivery by joint course teams of academic staff and career advisers; and specialized delivery solely by career advisers. Many HE institutions involved employers and current and former students in career management skills training. (MN)

ED 427 164 CE 078 021

Promoting Education for Girls in Nepal. CDIE Impact Evaluation, Number 5.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Change Strategies; Comparative Analysis; Educational Attainment; Educational Change; Educational Improvement; Educational Needs; Elementary Education; *Empowerment; Foreign Countries; Intergenerational Programs; *International Educational Exchange; *Literacy Education; Mothers; Nonformal Education; *Outcomes of Education; Parent Influence; Program Effectiveness; Sex Differences; *Womens Education
IDENTIFIERS- Microenterprises; *Nepal

For 2 decades, the U.S. Agency for International Development (USAID) has sought to strengthen Nepal's formal and nonformal education systems and elevate the status of women in Nepal. The extent to which USAID women's empowerment and literacy activities have contributed to increasing and improving the basic education of girls in Nepal was examined through structured interviews with 95 women. Some of the women had completed classes in basic literacy, legal literacy, and/or economic participation; others (the controls) did not complete a USAID program. Education statistics and the school records of the women's children were also examined. The USAID literacy and income generation programs were found to have helped raise the quality of rural and impoverished Nepalese women's lives in many ways. The lessons learned from the study were as follows: development of skills and knowledge among mothers can translate into higher levels of educational attainment among children; the magnitude of the impact of literacy and microenterprise activities on children's education varies by socioeconomic and cultural context; increased earnings by mothers do not necessarily or immediately translate into more education for their daughters; and maternal support for education stimulated by program participation translates into private and social savings. (MN)

ED 427 165 CE 078 023

Bailer, Alice; Silva, Tony
Work-Based Learning: A Practical Approach for Developing Student Activities.
PUB DATE- 98
NOTE- 50p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English

technology to provide the means for bringing career development support to employees' workstations or their home computers. The outcome for individuals accessing such systems should be a strategic approach for making personal and professional plans based on the needs of their work setting. As people increasingly accept their employers' message that they are responsible for their own careers, their expectations that their employer will provide information, tools, and resources to conduct the required career planning are also increasing. Electronic career systems benefit employers and employees alike. An interactive planning system could include a career-planning section and life planning section. The career development system might include sections devoted to the following: career planning, life planning, employee resources, HRM/line manager support, and employer data. Within the career-planning section, the following stages could be included: searching and self-analyzing one's current situation; exploring the analysis results; exploring one's own information resources; setting career goals; and implementing career actions. Although such systems need continual management, they are highly cost effective. (MN)

ED 427 183   CE 078 062

Global 2000 National Workplace Literacy Program. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Case Studies; Education Work Relationship; High School Equivalency Programs; *Literacy Education; *Manufacturing Industry; Outcomes of Education; *Partnerships in Education; Program Effectiveness; *Regional Programs; School Business Relationship; Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- *Massachusetts

This document is the final report on Global 2000, a 3-year workplace literacy project during which 87% of the 805 employees of 10 Massachusetts manufacturing companies enrolled in workplace literacy classes offered by the Continuing Education Institute (CEI). A total of 61 classes were held and 41 employee-participants earned high school diplomas through CEI's adult diploma program. "Project Overview: What Does 'Good' Look Like?" (Lloyd David), constitutes the first 25% of the document. Discussed in the overview are the following: CEI's involvement in workplace education; lessons learned: The Global 2000 Model National Workplace Literacy Project; project management; demand for workplace education; the project's goals, classes, curriculum development, adult diploma program; the formative, summative, and external evaluations of the project; and dissemination activities. Appended to the overview are the following: list of Global 2000 project representatives; program statistics; and selected media coverage. The next section of the document consists of case studies of the 10 project sites, written by Katherine Archer. Concluding the document are two project evaluations: "Program Evaluation for Continuing Education Institute's Global 2000 Program at Fire Control Instruments, Power General/Nidec, Analog Devices, and Boston Scientific Corporation" (Debra Tuler) and "Global 2000 Project Evaluation: Summary of Findings" (Ron Maribett, Marilyn Kobus). (MN)

*Public Opinion; Public Policy; Rural Population; State Surveys; *Statewide Planning; Teacher Attitudes; Urban Population
IDENTIFIERS- *Arizona

In spring 1998, the Arizona Department of Commerce's Office of Workforce Development Policy commissioned a statewide opinion poll to assess public attitudes toward the state's plan for economic development, as it is being implemented through the Governor's Strategic Partnership for Economic Development (GSPED). More than 2,000 Arizonans participated in the poll, including 600 parents, 600 businesses, 500 teachers, and 500 school administrators. "Brand name" recognition of GSPED was low. Levels of awareness of GSPED among the groups surveyed were as follows: school administrators, 23%; businesses, 14%; teachers, 13%; and parents, 7%. Although respondents who were aware of GSPED were significantly more likely to support it, 43% of "aware" businesses and 33% of "unaware" businesses indicated that GSPED smacks of government interference. It was concluded that the state should recruit increased private sector involvement in continuing efforts to link economic and work force development. Survey data were also analyzed by location (1,566 urban and 624 rural residents). Residency alone was not statistically significant; however, residency of specific constituent groups mattered. For example, rural parents expressed support for issues more frequently than urban parents, and urban educators took a stand, whereas rural educators more frequently responded "not sure." (MN)

ED 427 201 CE 078 098

Larson, Elizabeth Hunt; Vandegrift, Judith A.
Seventh Grade Students' Perceptions of Career Awareness and Exploration Activities in Arizona Schools: Two-Year Trends. Arizona School to Work Briefing Paper #14.
PUB DATE- 98
NOTE- 6p.; For a related document, see ED 418 323.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Awareness; Career Education; *Career Exploration; Comparative Analysis; Education Work Relationship; Educational Research; *Grade 7; Junior High Schools; *Mentors; Nontraditional Occupations; Sex Differences; Significant Others; State Programs; State Surveys; Statewide Planning; *Student Attitudes; *Student Participation; Teacher Student Relationship
IDENTIFIERS- Arizona; *School to Work Opportunities Act 1994

In spring 1998, 1,020 seventh-grade students were surveyed as one component of a statewide evaluation of Arizona's school-to-work system designed by the Morrison Institute for Public Policy. This second survey measured attitudes toward and participation in career activities. Results were compared to baseline data collected from over 2,000 seventh-grade students in 1997. Data showed that student participation in activities increased. Top-ranked activities were the same in both years: classroom speakers, discussions with adults, class projects, field trips, and job shadowing. In both years, more than 60 percent said at least one activity helped them think about choosing a career; roughly 35 percent indicated having a definite idea of what they want to do in the future; and student participation in various activities was positively related to their ability to define a career interest. In both years, mentoring by other adults was up, whereas mentoring by school personnel had decreased. Students who talked to adults about their careers

FOCUS on Promising Practices. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Correctional Education; *Demonstration Programs; English (Second Language); Family Literacy; *Information Dissemination; *Literacy Education; Special Needs Students; *Staff Development; *Technology
IDENTIFIERS- 353 Project

A newsletter titled "Focus" was published to disseminate significant current or previous Section 353 special demonstration projects in Pennsylvania. The project involved a review of previous exemplary projects, validation of 49 significant projects, and dissemination of them. Twenty special projects from Pennsylvania and the nation were selected as exemplary based on a five-point scale for innovation, effectiveness, adaptability, and quality of final report. Six additional projects with outstanding components were accorded an honorable mention. The following topics were featured in 1998 Focus bulletins: family literacy, program improvement, staff development, special populations, and life skills. The project validated 49 projects previously identified as exemplary, including 24 that needed no revision, in the following areas: English as a second language, counseling, life skills, program improvement, workplace, and staff development. A readers' survey included in the May issue of Focus yielded a 6% response, indicating a 92% favorable rating for the publication. (The five Focus bulletins are appended.) (YLB)

ED 427 219 CE 078 129

Jail to Job Phase II. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 73p.; For the phase I report, see ED 405 513.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Anger; *Behavior Modification; *Correctional Education; Curriculum Development; *Decision Making; Educational Certificates; Employment Interviews; *Employment Potential; *Job Search Methods; Problem Solving; Resumes (Personal); Self Evaluation (Individuals); Student Certification
IDENTIFIERS- 353 Project

Through the Jail to Job Phase II project, the Erie Adult Learning Center provided inmates of the Erie County Prison with employability skills, decision making, problem solving, survival skills, and anger management education. Forty soon-to-be-released inmates participated in 37 hours of class. Prison staff, in concert with the instructor, selected students suitable for the program. Students ranged from having an employment history to never working. The instructor evaluated each group and structured classes to respond to their needs. Often, prison personnel would sit in on the classes to tools for program improvement, not just program requirements; and (5) program improvement activities are becoming part of ongoing staff development. (KC)

ED 427 237 CE 078 149

Reiff, Tana, Ed.
The Pennsylvania ABLE Staff Handbook. 1998 Edition.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Classroom Techniques; Literacy Education; Program Improvement; *Staff Development; State Programs; Teaching Methods
IDENTIFIERS- Pennsylvania; 353 Project

This guide contains 55 articles written by adult basic education (ABE) practitioners in Pennsylvania suggesting ways to improve teaching and program administration in the field. The guide is organized into four parts: (1) working together for program improvement, (2) teaching and learning, (3) developing as a professional and (4) appendixes (high school equivalency test centers in Pennsylvania, writers' names and addresses, publishers of ABE curriculum resources, glossaries of terms and organizations, and abbreviations, and an index). Following are representative titles of articles contained in the handbook: "Adult Education in Pennsylvania: A Process for Improving Teaching and Learning" (Cheryl Keenan); "The Importance of Accurate Data Reporting" (Kelly Limeul); "Where Do Volunteers Fit In?" (Regina Cooper); "Learner-centered Adult Education" (Jean L. Fleschute, Lois Zinn); "Research-based Strategies for Teaching Adults with Learning Disabilities" (Mary Ann Corley); "An Overview of Learner Assessment" (Lori A. Forlizzi); "Learning with Computers" (Arlene Cianelli); Peer Mentoring: Students Helping Students" (Sue Snider); "Adult Basic Skills and Workplace Education" (Michelle Joyce); "Recognizing Learners' Success" (John Mihota); "Professional Development Is Directly Tied to Program Improvement" (Helen Hall); "Graduate Programs in Adult Education" (Trenton R. Ferro); "Professional Development through Training Modules" (Carol Molek); "Online Staff Development Tools" (KayLynn Hamilton, Debra Burrows); and "The National Center for the Study of Adult Learning and Literacy (NCSALL)" (John P. Comings). (KC)

ED 427 238 CE 078 157

Zemsky, Robert; Shapiro, Daniel; Iannozzi, Maria; Cappelli, Peter; Bailey, Thomas
The Transition from Initial Education to Working Life in the United States of America. A Report to the Organisation for Economic Co-operation and Development (OECD) as Part of a Comparative Study of Transitions from Initial Education to Working Life in 14 Member Countries. NCPI Project Paper #1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English

NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Active Learning; Change Strategies; *Educational Attitudes; Educational Improvement; Educational Needs; *Educational Philosophy; Educational Practices; Foreign Countries; *Futures (of Society); Lifelong Learning; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Student Attitudes
IDENTIFIERS- *Great Britain

The thesis of this book is that effective education for the next century should focus on the connections between schools and society, relating education more closely to the challenges of adulthood. There are two crucial tests of an effective education system: how well students can apply what they learn in situations beyond the bounds of their formal educational experience, and how well prepared they are to continue learning and solving problems throughout the rest of their lives. The book reviews projects from Great Britain and other countries that represent the seeds of an active learning approach. It explains how such an approach can be used to address some of the most pressing challenges for education: promoting active citizenship, developing employability, and tackling chronic underachievement. The vision of a new landscape of learning that is presented sees schools as the hubs of learning networks, brokering learning opportunities in the wider community. Students would be jointly responsible for planning and assessing their learning. Hallmarks of the new landscape include the following: rich and coherent data on attainment, active learning partnerships, information technology as an environment and a tool, learning to be an intelligent agent, neighborhood learning centers, common standards, and learning to think. Contains 98 references. (KC)

ED 427 256 CE 078 208

Wagner, Judith O.
Using the Internet in Career Education. Practice Application Brief No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; Career Education; Electronic Libraries; *Job Search Methods; *Occupational Information; *Online Systems; Postsecondary Education; Secondary Education; *World Wide Web
IDENTIFIERS- *Web Sites

The World Wide Web has a wealth of information on career planning, individual jobs, and job search methods that counselors and teachers can use. Search engines such as Yahoo! and Magellan, organized like library tools, and engines such as AltaVista and HotBot search words or phrases. Web indexes offer a variety of features. The criteria for evaluating Web sites are similar to those for evaluating any instructional resource: authority; layout, design, and accessibility; links; content; and information structure and design. Web sites that relate to career education and job search include America's Job Bank, CareerMosaic, CareerPath, E-Span's Job Options, and The Monster

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Adolescents; Children; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Inclusive Schools; *Intergroup Education; Multicultural Education; School Psychologists; Student Attitudes; Student Development
IDENTIFIERS- National Association of School Psychologists

Ideas for schools to support tolerance and celebrate student diversity are presented in this volume of reprinted articles. Titles include: (1) "One of Us, One of Them: Lessons in Diversity for a School Psychologist" (M. M. Chittooran); (2) "The Tolerance-in-Action Campaign" (H. M. Knoff); (3) "Immigrant Parents and the School" (R. Rhodes, D. Paez); (4) "Immigrant Teenagers: Helping Them Adjust to Their First Year" (B. Pilon); (5) "Adolescentes Imigrantes: Ayudandoles a Acomodarse en el Primer Ano" (B. Pilon); (6) "Limited English Proficiency" (D. K. Wilen); (7) "Perspectives on Inclusion: Listening to the Voices of Experience" (M. Herrera-Graf); (8) "Literature Circles: A Parent Guide to Teach African-American History" (D. Crockett); (9) "Biracial Children" (D. Wright); (10) "Multicultural Education: Current Status and Future Directions" (C. W. Burns et al.); (11) "Around the Freedom Table: Black and Jewish Youths Share a Heritage of Liberation" (E. Yellin); (12) "Enhancing the Communication Skills of Newly-Arrived Asian American Students" (L. L. Cheng); (13) "Supporting the Student in the Sexual Minority: Thriving in a Heterosexist School" (J. L. Van Ryswyk); (14) "Gay Families with Children" (C. Asprodites); (15) "Gender Equity Day: A Role for School Psychologists" (K. P. Dwyer); (16) "An Anti-Bias Approach to Early Childhood Education" (A. L. Boyd); (17) "Working with Native American Students: Guidelines for Special Educators" (A. Anderson, A. Canter); (18) "Tolerance and Diversity: Resources for Parents, Educators and Students" (D. Crockett); (19) "NASP Resources." (EMK)

ED 427 275   CG 029 109

Brownson, Chris
Disrupting Dominant Discourses about Paternal Participation.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Child Rearing; Children; *Father Attitudes; Fathers; Males; Models; Parent Child Relationship; *Parent Participation; Parent Role
IDENTIFIERS- Discourse

It is clear that the impact of paternal participation on children is overwhelmingly positive. Despite the benefits, men still lag behind women as equal and responsible contributors in childcare although their participation is increasing. This paper focuses on why men are not more involved in childcare and recognizes the ways in which "dominant discourses" influence men's participation in parenting. To understand the choices men make about their involvement in childcare, it is necessary to

The book contains reproducible sheets and lists for classroom application as well as end-of-chapter professional development activities. Essays in the book are: (1) "Word Solving: Investigating the Properties of Words" (Gay Su Pinnell); (2) "Word Matters: A Curriculum for Helping Children Become Word Solvers" (Irene C. Fountas); (3) "Interactive Writing: The How and Why of Teaching and Learning Letters, Sounds, and Words" (Barbara Joan Wiley); (4) "Becoming a Writer: Learning through Interactive Writing" (Justina Henry); (5) "Kindergarten Explorations of Letters, Sounds, and Words" (Andrea McCarrier and Ida Patacca); (6) "Letter Learning in the Early Literacy Classroom" (Carol A. Lyons); (7) "Assessing Spelling Knowledge: The Child as a Reader and Writer" (Carol Brennan Jenkins); (8) "Language Delights and Word Play: The Foundation for Literacy Learning" (David Booth); (9) "Sorting It Out through Word Sorts" (Jerry Zutell); (10) "Multilevel Word Study: Word Charts, Word Walls, and Word Sorts" (Dorothy P. Hall and Patricia M. Cunningham); (11) "Learning Links in Language and Literacy" (Diane E. DeFord); (12) Helping Young Readers Learn How To Problem Solve Words While Reading" (Billie J. Askew); (13) "Investigating Letters and Words through Shared Reading" (Susan Hundley and Diane Powell); (14) "How Children Learn To Spell: Evidence from Decades of Research" (Sandra Wilde); (15) "How Do Children Learn to Read? Evidence from Decades of Research" (William Stokes); and (16) "Meeting the Literacy Challenge: The Role of Word Matters" (Irene C. Fountas and Gay Su Pinnell). Contains an approximately 250-item list of professional books and resources and works of children's literature. (RS)

ED 427 295 CS 013 420

Burns, Paul C.; Roe, Betty D.; Ross, Elinor P.
Teaching Reading in Today's Elementary Schools. Seventh Edition.
PUB DATE- 99
NOTE- 652p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Educational Technology; Elementary Education; Emergent Literacy; *Reading Comprehension; *Reading Instruction; Special Needs Students; *Student Evaluation; Vocabulary Development; Word Recognition

Balancing major new approaches to reading with valid traditional ideas, this seventh edition of the book prepares teachers to develop their students' abilities to read fluently and to foster their students' enjoyment of reading. Thoroughly revised, it surveys all the commonly used approaches to teaching reading and guides instructors in choosing the approaches that best fit their students and situations. "Classroom Scenario" and "Model Activities" features give preservice teachers practical instructional ideas, examples, and classroom activities. Chapters in the book are: (1) The Reading Act; (2) Emergent Literacy; (3) Word Recognition; (4) Meaning Vocabulary; (5) Comprehension: Part 1; (6) Comprehension: Part 2; (7) Major Approaches and Materials for Reading Instruction; (8) Language and Literature ; (9) Reading/Study Techniques; (10) Reading in the Content Areas; (11) Use of Technology for Literacy Learning; (12) Assessment of Student Progress; (13) Classroom Organization and Management; and (14) Readers with Special Needs. Contains approximately 1400 references and an approximately 300-item

IDENTIFIERS- ERIC Digests
Noting that transfer and motivation are mutually supportive in creating an optimal learning environment, this Digest discusses transfer (the application of prior knowledge to new learning situations) and motivation (the impetus to create and sustain intentions and goal-seeking acts) in relation to language learning. It discusses the relationship between transfer and motivation, the nature of transfer, and the nature of motivation. The Digest concludes with instructional strategies to enhance student motivation and learning transfer in language learning. (Contains 20 references.) (RS)

ED 427 319 CS 216 579

Horner, Bruce; Lu, Min-Zhan
Representing the "Other": Basic Writers and the Teaching of Basic Writing. Refiguring English Studies.
PUB DATE- 99
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Writing; Classroom Techniques; Feminism; Higher Education; Learning Strategies; *Teaching Methods; Writing Readiness; *Writing Research; Writing Skills
Intended for teachers of basic writing, this book contains a collection of new and updated essays addressing issues surrounding underprepared writers. It maps errors and expectations for basic writing and develops teaching approaches that will be effective in a social and political world. The book considers concepts such as the possibility of eliminating basic writing through "mainstreaming" or other strategies; the relevance of contact zone pedagogies to basic writing; intersections between basic writers and other writers; the continuing distinction between matters of "style" and matters of "content"; feminist and post-colonial critiques of composition work; and the prevalent textual bias of research in composition. After an introduction, essays in the book are (1) "The 'Birth' of 'Basic Writing'" (Bruce Horner); (2) "Conflict and Struggle: The Enemies or Preconditions of Basic Writing?" (Min-Zhan Lu); (3) "Importing 'Science': Neutralizing Basic Writing" (Min-Zhan Lu); (4) "Redefining the Legacy of Mina Shaughnessy: A Critique of the Politics of Linguistic Innocence" (Min-Zhan Lu); (5) "Mapping Errors and Expectations for Basic Writing: From the 'Frontier Field' to 'Border Country'" (Bruce Horner); (6) "Re-Thinking the 'Sociality' of Error: Teaching Editing as Negotiation" (Bruce Horner); and (7) "Professing Multiculturalism: The Politics of Style in the Contact Zone" (Min-Zhan Lu). An afterword ("Some Afterwords: Intersections and Divergences" by Bruce Horner) is attached. Contains approximately 400 references. (CR)

ED 427 320 CS 216 580

Hill, Bonnie
Oregon Statewide Writing Assessment: Results, Analysis, and Sample Student Writings, 1993-1997. Grades 8, 10, 11.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

students to enjoy the job-shadowing experience, as they understand what was expected of them as to how, when, where the job-shadowing experience will be conducted. The literature greatly supported the view of needing procedural guidelines in place to cause the students in the Teaching Diverse Populations course to have a successful job-shadowing experience. (Contains 24 references; the job-shadowing guide is appended.) (Author/RS)

ED 427 340 CS 216 609

Durst, Russel K.
Collision Course: Conflict, Negotiation, and Learning in College Composition.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; College Freshmen; *Conflict; Ethnography; *Freshman Composition; Higher Education; *Instructional Effectiveness; Reflective Teaching; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Critical Literacy

This book presents an ethnographic study which examines the ways first-year college students make sense of, engage, resist, and learn from the critical literacy approach practiced in the composition program at one Midwestern college. It argues that first-year students typically enter composition classes with an idea of writing and an understanding of what they need to learn about writing that is dramatically at odds with views and approaches of the teacher. It offers a pedagogy of "reflective instrumentalism" as a solution to this conflict; an approach which accepts students' pragmatic reasons for studying composition but then attempts to add a critical, socially aware dimension to that careerist orientation. The book's 8 chapters are: (1) Introduction; (2) The Research: Contexts, Participants, and Methods; (3) The Enigma of Arrival; (4) Ground Rules in College Composition; (5) Flashpoints: Developing an Analytic Stance; (6) Persuasion, Politics, and Writing Instruction; (7) The Dangerous Intersection of Home and School (by Sherry Cook Stanforth); and (8) Conclusion: Reflective Instrumentalism and the Teaching of Composition. Contains approximately 100 references. (SR)

ED 427 341 CS 216 610

Glover, Mary Kenner
A Garden of Poets: Poetry Writing in the Elementary Classroom.
PUB DATE- 99
NOTE- 157p.; "Foreword by Donald M. Murray."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Writing; Elementary Education; *Language Arts; *Poetry; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Gardening; *Gardens

Written for elementary school teachers who want to help their students delve into poetry, this book grows out of a comparison

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Apprehension; *Communication Problems; Communication Research; *Ethnocentrism; Higher Education; *Indigenous Personnel; *Intercultural Communication; *Student Attitudes; *Teacher Effectiveness; Undergraduate Students

This investigation examines factors influencing United States student perceptions of native and non-native United States teacher effectiveness. A questionnaire employing measures of ethnocentrism, intercultural communication apprehension, willingness to communicate, and motivation was completed by 204 native United States undergraduate students. Further, students responded to affective, cognitive, and behavioral measures with regard to native and non-native teacher effectiveness. The results showed that native United States students significantly evaluated native United States teachers more positively than non-native United States teachers. Simple correlations between evaluation scores for the two teacher types (native and non-native United States) for each dependent variable suggest that students in this study responded very specifically to the different teachers (intracultural versus intercultural context) rather than on a general trait basis. The positive associations with the difference scores obtained indicated that more ethnocentric students tend to evaluate native United States teachers more favorably than non-native United States teachers. Students who had high levels of intercultural communication apprehension rated non-native United States teachers more negatively than native United States teachers. Stepwise regression analyses revealed that up to 10% of the variability in differences of student perceptions of native United States and non-native United States teachers could be predicted by student levels of ethnocentrism. The result of the regression analyses suggest that student bias in the form of ethnocentrism is a factor influencing perceptions of teacher effectiveness. The magnitude of the effects observed in the present study suggest that true differences in teacher effectiveness are most likely the primary causes of the perceived differences between native United States and non-native United States teacher effectiveness. (Contains 149 references and 12 tables of data.) (Author/RS)

ED 427 363 CS 509 996

Gareis, Elisabeth
Standards and Practices for Evaluating ESL Students in Communication-Intensive Classes across the Curriculum.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998). For a related paper, see CS 509 997.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Communication Problems; *Communication Skills; *English (Second Language); *Evaluation Methods; Higher Education; *Student Evaluation; *Teacher Attitudes; Teacher Behavior; Teacher Student Relationship; Teacher Workshops
IDENTIFIERS- Communication Across the Curriculum; *Communication

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; *Administrator Effectiveness; Elementary Secondary Education; Higher Education; *Instructional Leadership; *Leadership Qualities; *Principals; Questionnaires; School Administration
IDENTIFIERS- Texas (El Paso)

This paper explores ways in which education programs can improve their screening of master's degree candidates. It examines information obtained from principals and assistant principals in El Paso, Texas for the purpose of understanding what effective campus administrators should know and be able to do. The Delphi process was used in this study to arrive at a group position regarding an issue and was also employed to create a 28-item survey instrument that identified the essential elements of an effective principal preparation program. The resultant instrument, the "Principal Preparation Program Survey," was then administered to 226 practicing principals/assistant principals in the three largest school districts in El Paso. Factor analysis produced six categories of skills for administrators: (1) technical skills influenced by human relations; (2) technical skills influenced by legal mandates; (3) creating an inviting culture; (4) building community; (5) ethics in practice; and (6) understanding relationships. Together, the technical-skills factors accounted for 38.2 percent of the total variance, incorporating 14 of the 28 items on the survey. The results suggest that the principalship is the art of leadership in an atmosphere of chaos and that preparation programs can teach technical skills but should also emphasize the intangible factors represented in categories 3 to 6. (The survey instrument appears in an appendix.) Contains 31 references. (RJM)

ED 427 384 EA 029 261

Jimerson, Lorna
The Students "Left Behind": School Choice and Social Stratification in Non-Urban Districts.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; Context Effect; *Educational Policy; Elementary Secondary Education; Geographic Location; Lunch Programs; Minority Groups; *Program Implementation; Racial Discrimination; *Rural Schools; *School Choice; Small Towns; *Social Stratification; Special Education
IDENTIFIERS- *Minnesota

Prior school-choice studies have focused on parents and students who opt to choose, neglecting nonchoosers, or those remaining behind. A study of 37 Minnesota school districts (20 gaining student population and 17 losing student population due to choice options in fiscal year 1995) explores the relationship between school-choice implementation and social stratification learning and thinking, and examined teachers and principals in a supervisory relationship. The survey asked such questions as, Is the PBTE process or a variation of that process in general use? and Are principals generally supportive of the "official" PBTE process? A total of 81 returned surveys were usable. Results were grouped by school size--100-299, 300-599, 600-1,199--and by school level. The respondents were primarily male (72 percent) and had used the PBTE process as a principal for 2 or more years. The principals demonstrated widespread support for several constructivist beliefs about teaching and learning. It seems likely that observation of teachers by principals may have achieved representative rule status and that this is a major accomplishment of the reform era. It is recommended that the current PBTE process be phased out. (RJM)

ED 427 403 EA 029 632

Diamantes, Thomas; Williams, Marium
The Perceptive Eye/Ear Game: An Activity That Encourages Practice on Best Practice; Honing Observation and Problem-Solving Skills of Administrators.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of Professors of Educational Administration (51st, Vail, CO, August 10-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Critical Thinking; Decision Making Skills; Elementary Secondary Education; Higher Education; Management Development; *Management Games; *Problem Solving; School Administration; *Supervisory Training
IDENTIFIERS- Kentucky

This paper describes a game-format instructional strategy for administrator development based on a modified case method, the Kentucky New Administrator Standards, and the Interstate School Leaders Licensure Consortium (ISLLC) standards. This instructional strategy is intended to help prepare school leaders to assess and be assessed using authentic standards. The game strategy used is the Perceptive Eye/Ear Game (PEG). The first step for official reform of the administration-preparation program was the formation of the Kentucky Council for New Administrator Standards, a council composed of principals, superintendents, teachers, and university administrator educators, which devised some standards. The game questions used were taken directly from samples in the Principal Licensure Assessment prepared by the ISLLC and the Council of Chief State School Officers. The game consists of two modules, Evaluation of Actions of Others and Analysis of Information and Decision-Making. Vignettes are used to provide situations similar to those that school administrators are likely to encounter. The framing concept is that a student who produces a large pool of information sources is a resourceful problem-solver who is an asset to organizations. (RJM)

ED 427 404 EA 029 633

Trimble, Susan B.; Herrington, Carolyn
Beyond Legislative Schizophrenia: Sustaining Long-Term Educational Reform and Short-Term Viability.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

sources of stress experienced by school superintendents in Connecticut. The theoretical framework for the study comprised Stages One and Two of the Administrator Stress Cycle. Data were supplied by the Administrative Stress Index, which was distributed to all 149 superintendents in Connecticut, and by the Superintendent Stress Inventory, which was used as a protocol in conducting interviews. Research was supplemented with various questions, such as What are the major sources of stress perceived by superintendents in Connecticut? and What is the perceived level of conflict-mediating stress among superintendents in the state? Results indicate that board relations, politics, personnel issues, workload, time, crisis management, complying with mandates, high visibility, dealing with angry parents, lack of recognition and feedback, and public/community demands and criticism are among the major sources of stress perceived by Connecticut superintendents. These sources of stress have significant impact on superintendents' personal and professional lives. However, superintendents reported a variety of coping strategies they use as they try to attenuate the stress in their lives. Two appendices reproduce the instruments used for the study. (RJM)

ED 427 422 EA 029 661

Democratic Governance of Public Schooling in South Africa: A Record of Research and Advocacy from the Education Policy Unit (Natal).
PUB DATE- 98
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Democratic Values; *Educational Change; Educational Finance; *Educational Research; Elementary Secondary Education; Foreign Countries; Governing Boards; Models; *Public Education
IDENTIFIERS- African National Congress; *South Africa (Natal)

The birth of the Educational Policy Units (EPUs) in South Africa can be traced to the intensification of mass struggles against apartheid between 1984 and 1986. This text is a compilation of the works that appeared during the first decade of the Natal EPU. It is divided into 4 sections. Section 1 describes the context of the development of the EPU and contains the following essays: "'Children of War': The Impact of Political Violence on Schooling in Natal" (B. Nzimande and S. Thusi); "School Ownership in South Africa" (J. Pampallis); and "People's Education for People's Power" (B. Soobrayan). Section 2 looks at the role of parent-teacher-student associations (PTSAs) in the emerging democratic society. Essays in this section include: "Parent-Teacher-Student Associations (PTSAs): Present State and Future Prospects" (S. Sithole); "The Relationship between PTAs/PTSAs and the State (T. Dlamini and B. Nzimande); and "'Civil Society' and the Role of the National Education Coordinating Committee" (B. Nzimande). Section 3 details the unfolding of a democratic governance debate and includes the following essays: "Towards a New Structure for the Governance of Schooling" (B. Nzimande, J. Pampallis, T. Dlamini, L. Ntuli, and M. Berger); "Restructuring the Education System: Debates and Conflicts" (J. Pampallis); "The Participation of Students in Democratic School Governance" (S. Sithole); "Restructuring Educational Governance at Sub-national Levels in South Africa" (J. Karlsson, J. Pampallis, and S. Sithole); and "The Role of Governance Structures in the Sustainability of Learning Spaces" (J. Karlsson and J. Pampalis). The last section examines the new context and

In the Act are the following: Title I--Helping Disadvantaged Children Meet High Standards (covering basic grants, comprehensive school reform, Even Start Family Literacy, education of migratory children, neglected or deliquent children and youth, reading excellence); Title II--High Standards in the Classroom (covering teaching to high standards, transition to teaching--troops to teachers, early childhood educator professional development, and technical assistance); Title III--Technology for Education; Title IV--Safe and Drug-Free Schools and Communities Act; Title V--Equity, Excellence, and Public School Choice (covering magnet schools, public charter schools, OPTIONS--Opportunities to Improve Our Nation's Schools, and the Women's Educational Equity Act); Title VI--Class-Size Reduction; Title VII--The Bilingual Education Act; Title VIII--Impact Aid; Title IX--Indian, Native Hawaiian and Alaska Native Education; Title X--Programs of National Significance (covering the Fund for the Improvement of Education, gifted and talented students, international education, arts in education, inexpensive book distribution, civic education, 21st Century Community Learning Centers, elementary school foreign language assistance, and the National Writing Project); and Title XI--General, Provisions, Definitions, and Accountability. A discussion of the Stewart B. McKinney Homeless Assistance Act--Education for Homeless Children and Youth concludes the volume. (Contains 209 references.) (RJM/AA)

ED 427 441 EC 306 995

Miller, Jerri; Petersen, Sandy
Colorado Guidelines for the IFSP Process: Early Childhood Connections, Colorado's Infant/Toddler Initiative for Part C of the Individuals with Disabilities Education Act (IDEA).
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 33p.; For Spanish language version, see EC 306 996.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Planning; Guidelines; *Individualized Family Service Plans; Infants; Moral Values; Parent Education; *Parent School Relationship; *Teamwork; Toddlers; Young Children
IDENTIFIERS- Colorado

This booklet for parents of young children with disabilities describes Colorado's Individualized Family Service Plan (IFSP) process. It provides information on IFSP guidelines, relates family stories and reflections for families and providers, and describes the values that drive the IFSP process in Colorado. Information is provided on characteristics of successful IFSP teams, relationships between providers and families, components of the IFSP, basic rights of parents of children with disabilities, and procedural safeguards. A glossary of relevant terms is provided. (CR)

ED 427 442 EC 306 996

Miller, Jerri; Petersen, Sandy
Guia del Proceso del IFSP de Colorado: Conexiones para la Ninez Temprana, Iniciativa Infantil de Colorado Parte C del Acta de Educacion para Individuos con Desabilidades (Colorado

PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 15-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Disorders; Case Studies; Children; Coping; Data Collection; *Emotional Disturbances; *Employment; Followup Studies; Foreign Countries; Interviews; *Life Events; *Outcomes of Education; Postsecondary Education; Secondary Education; *Special Education
IDENTIFIERS- Finland

This study followed up on the life-courses of 23 former special education students with emotional and behavioral disabilities from a comprehensive school to further education, work, and adulthood. The students attended special classes for pupils with emotional and behavioral difficulties in a small town in southern Finland in 1985-1987. The qualitative data were gathered in two biographical interviews in 1991 and 1995. The key finding was very positive: most of the interviewees were quite ordinary Finnish young people after 8 to 10 years of finishing their comprehensive schooling; only three still have serious problems in almost all of the important fields of adult life. However, as reported in earlier follow-up studies, the poor educational background is reflected in vocational level for these former special education pupils. Also the unemployment rate of this group has been higher than the average level in Finland. Four extreme cases of postschool life course are provided. (Contains 14 references.) (CR)

ED 427 461 EC 307 031

Ysseldyke, James E.; Thurlow, Martha L.
Assessment and Acccountability for Students with Disabilities: 1999 Status Update and Emerging Issues.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; *Data Collection; *Disabilities; *Educational Assessment; Educational Strategies; Elementary Secondary Education; Evaluation Methods; *Graduation Requirements; Intervention; Outcomes of Education; State Programs; Student Evaluation; *Student Participation; Testing Problems
IDENTIFIERS- Alternative Assessment; *Testing Accommodations (Disabilities)

This report summarizes the present and past status of students with disabilities in educational assessment and accountability systems, and highlights the critical emerging issues to be addressed. Issues include participation in accountability systems, graduation requirements, data management, accommodations, alternate assessments, reporting, and increasing performance. For each issue, current relevant facts are provided, along with strategies to achieve further summations of the plenary sessions and thumbnail sketches of the concurrent sessions, which were designed to build skills or increase the participants' knowledge base. The following section summarizes the workgroup discussions on elements of President Clinton's education initiatives and possible collaborative activities that might be taken in support of the initiatives. The final section summarizes discussions in the focus group sessions that indicate activities of interest to the participants during the conferences, as well as suggestions for other activities to undertake at future conferences. The report ends with a conference agenda and a participant list. Information is included about collaborative and innovative use of technology, along with copies of the OSEP logic model. (Author/CR)

ED 427 480 EC 307 051

Brown, Rebecca; Ganzglass, Evelyn
Serving Welfare Recipients with Learning Disabilities in a "Work First" Environment. NGA Issue Briefs.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Agency Cooperation; *Clinical Diagnosis; Educational Legislation; *Eligibility; Federal Legislation; Federal State Relationship; *Learning Disabilities; *Legal Responsibility; Screening Tests; Services; Symptoms (Individual Disorders); Vocational Rehabilitation; *Welfare Recipients; Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This issue brief examines strategies that states can use to help welfare recipients with learning disabilities move toward self-sufficiency within the context of welfare reform. It defines a learning disability, explains approaches to identifying and assessing undiagnosed learning disabilities, and suggests ways to secure accommodations for training, testing, and functioning in the workplace. It also discusses legal requirements for screening, transitional planning, and accommodations. Provisions under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act are reviewed. Modifications to work requirements for recipients with learning disabilities are also addressed. The final part of the brief reviews opportunities for interagency collaboration and funding, including collaborations with Temporary Assistance for Needy Families and Welfare-to-Work grant programs, vocational rehabilitation programs, Medicaid programs, and education programs to address the learning and career development needs of welfare recipients. An appendix includes organizational resources and contacts for more information on learning disabilities. (CR)

ED 427 481 EC 307 052

Luetke-Stahlman, B.
The Efficacy of SEE: An Annotated Bibliography of SEE II and Related Research.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English

IDENTIFIERS- United Kingdom

There is growing number of proposals to develop a federal school construction program that shares the financial burden with local governments for renovating their obsolete school facilities or building new ones. This report examines recent public school construction projects; the efforts to make school construction a federal responsibility; alternatives to federal and state borrowing, including approaches from selected countries; and the advantages and benefits of private-public partnerships in school construction in the United States. Concluding comments examine the federal role in school construction and the legislative direction, as well as the risks inherent in establishing such a role. (Contains 28 references.) (GR)

ED 427 500 EF 005 196

Bayer, Charlene W.; Crow, Sidney A.; Fischer, John
Causes of Indoor Air Quality Problems in Schools: Summary of Scientific Research.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Air Conditioning; *Climate Control; *Educational Facilities Improvement; Elementary Secondary Education; Heating; Humidity; *Prevention; *Public Schools; Research Needs; Ventilation
IDENTIFIERS- Air Emissions; *Indoor Air Quality; Microorganisms; Research Summaries

Research show that one in five U.S. schools has indoor air quality (IAQ) problems; 36 percent have inadequate heating, ventilation, and air conditioning (HVAC) systems; and there appears to be a correlation between IAQs and the proportion of a school's students coming from low-income households. This report examines the IAQ issue in U.S. public schools and discusses: the IAQ investigations conducted in school facilities; the factors that determine microorganism growth in HVAC systems and production of volatile emissions; humidity control and the impact on IAQ, volatile organic compounds and other chemical compounds that affect IAQ; the control of indoor environments with HVAC systems; and the impact of IAQ on productivity and satisfaction in the learning environment. The research indicates that proper outdoor air ventilation and humidity control are necessary but that too often, in practice, one is obtained at the expense of the other. Additionally, research indicates that IAQ problems in school facilities are preventable by: providing adequate outdoor air ventilation on a continuous basis (15 cfm per student); controlling the space relative humidity between 30 and 60 percent; and providing effective particulate filtration of the outdoor air. (Contains 104 references). (GR)

ED 427 501 EF 005 198

A School Administrator's Guide to Selecting a Design Professional.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

speech skills provides several models of both task types and rubrics for rating, and suggestions regarding procedures for testing speaking with large numbers of learners. However, there is no clear, widely disseminated consensus in the profession on the appropriate paradigm to guide the testing and rating of learner performance in a new language, either from second language acquisition research or from the best practices of successful teachers. While there is similarity of descriptors from one rubric to another in professional publications, these statements are at best subjective. Thus, the rating of learners' performance rests heavily on individual instructors' interpretations of those descriptors. An initial investigation of instructor assumptions was conducted regarding student performance on speaking tests in one program and identified several areas of discrepancy in instructor testing and rating practice. It is argued that faculty as a group must delineate more clearly their specific expectations by level for a number of rated features. The concerns identified in this study coincide with those discussed recently in the literature, suggesting that other programs might benefit from similar self-analysis. The instructor questionnaire is appended. Contains 17 references. (MSE)

ED 427 523 FL 025 695

Guerrero, Michael D.
Current Issues in the Spanish Language Proficiency of Bilingual Education Teachers.
PUB DATE- 98
NOTE- 17p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Elementary Secondary Education; Higher Education; *Language Proficiency; Language Research; *Native Language Instruction; *Spanish; Teacher Education; *Teacher Qualifications

The paper examines some critical issues regarding the Spanish language proficiency of bilingual education teachers, primarily those from the Spanish-language-origin community. Recent longitudinal studies have demonstrated a positive relationship between sustained native language instruction and student achievement. Because this finding is encouraging, it is suggested that it is time to take a closer look at the context in which bilingual education teachers develop their Spanish language proficiency. This examination reveals that given the present subtractive sociolinguistic context in the United States, the likelihood of bilingual teachers developing native-like Spanish language proficiency is low. Further, the Spanish language preparation bilingual education teachers receive at higher education institutions is not commensurate with the task of developing a high level of Spanish proficiency. Finally, the Spanish language proficiency measures used to gauge the proficiency of bilingual education teachers have some problems. It is concluded that under present circumstances, bilingual education teachers with the ability to sustained native language instruction will be the exception. Contains 36 references. (MSE)

ED 427 524 FL 025 696

Kassen, Margaret Ann

Forster, Douglas E.; Karn, Richard
Teaching TOEIC/TOEFL Test-Taking Strategies.
PUB DATE- 98
NOTE- 51p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Foreign Countries; *Listening Comprehension; Listening Comprehension Tests; Listening Skills; *Reading Comprehension; Reading Instruction; Second Language Instruction; Skill Development; *Standardized Tests; Test Construction; *Test Wiseness
IDENTIFIERS- Asia; *Test of English as a Foreign Language; *Test of English for International Communication

Teaching strategies are outlined for teachers of English as a second language to use in improving students' listening and reading comprehension skills specifically for two standardized tests: the Test of English for International Communication (TOEIC) and the Test of English as a Foreign Language (TOEFL). The strategies presented are not intended to be specific to any one section of the tests, but can be applied throughout both tests. First, overviews are given of the formats of the TOEIC and TOEFL, the importance attached to students' test results in foreign countries, particularly Asia, and similarities and differences in the two forms of assessment. Then test-taking strategies to be taught are outlined, including general strategies and those specific to listening comprehension, structure, written expression, and reading comprehension, taking into account the way items in each area are constructed. Communicative activities relevant to the structure, written expression, and reading comprehension sub-units are also discussed briefly. (Contains 10 references.) (MSE)

ED 427 544 FL 025 740

Morales, Romelia V.
Comprehension and Solution Patterns of Simple Math Word Problems by Mexican-American, Bilingual, Elementary School Students.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (27th, Dallas, TX, February 24-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; *Bilingualism; Concept Formation; Elementary Education; Elementary School Students; *English (Second Language); *Language Processing; Language Proficiency; Language Research; Limited English Speaking; *Mathematical Concepts; Mexican Americans; Semantics; *Spanish Speaking; Subtraction; *Word Problems (Mathematics)
IDENTIFIERS- Hispanic American Students

A study investigated how elementary school students form a mental representation of simple addition and subtraction word problems, focusing on critical elements in the problems' semantic structure, and the extent to which the accuracy of the solutions found was related to the students' English language less concerned with rectifying the discriminatory conduct of colleges and universities than societal attitudes about female participation in sport. (Contains 50 references.) (MDM)

ED 427 565 HE 031 756

Douglas, Katie B.
Seeing as Well as Hearing: Responses to the Use of an Alternative Form of Data Representation in a Study of Students' Environmental Perceptions. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Environment; *College Students; Higher Education; Participation; *Photographs; Photography; Racial Attitudes; Racial Differences; *Research Methodology; *Student Attitudes; Universities
IDENTIFIERS- African Americans; *ASHE Annual Meeting

This study examined the perceptions of African American college students about the campus environment at a predominantly white university, using reflexive photographs and photo elicitation interviews. Five female and five male students were asked to take photographs on campus that illustrated their impressions of the university or that would help them to describe their impressions. Participants also recorded their thoughts and feelings about the campus in a notebook and completed interviews in which they were asked to interpret their photographs. Six overall impressions of the campus emerged: campus beauty; consciousness of being black; influence of Greek-letter organizations; prevalence of voluntary racial and cultural separation; and preparation for the future. The participants also reported that the employment of an alternative data representation promoted a deep level of reflective thinking, one that they thought went deeper than if they had been asked only to participate in interviews. Some of the students also reported that the visual component increased their level of commitment to completing participation in the study. (Contains 55 references.) (MDM)

ED 427 566 HE 031 757

Alexander-Snow, Mia; Johnson, Barbara J.
Faculty of Color and Role Performance. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *College Faculty; College Instruction; Collegiality; Educational Attitudes; Higher Education; Hispanic Americans; *Job Satisfaction; Mentors; *Minority Group Teachers; Research; *Role Perception; *Stress Management; Tenure
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes; New Faculty

This study examined the issues and pressures that new and junior faculty of color experienced at predominantly white colleges and universities, and includes recommendations for

Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *College Administration; Experiential Learning; *Graduate Students; Graduate Study; Higher Education; *Internship Programs; *Postsecondary Education as a Field of Study; *Professional Education; Student Attitudes; Student Development; *Student Experience; Theory Practice Relationship
IDENTIFIERS- *ASHE Annual Meeting

This study interviewed 18 graduate students in higher education programs nationwide concerning their experiences in an administrative internship. Specifically, the study addressed the following issues: connections made by students between the internship and classroom experience; student outcomes from the internship experience; and differences in internship experiences between students at the master's (n=10) and doctoral (n=8) levels. The interview protocol included questions related to the structure of the internship, reflection, requirements, workload, and relevance to the student's program and professional goals. Content analysis identified four major themes: (1) organization of the internship; (2) opportunities for professional development; (3) a chance for involvement and a sense of "belonging"; and (4) associations between theory and practice. Analysis led to the following recommendations: departments of higher education should consider providing adequate and commensurate credit for faculty who serve as supervisors of higher education interns; internships should be highly structured in order to provide time for meaningful "job shadowing," the completion of specific job-related tasks and projects, and group and personal reflection; and higher education departments without a structured internship program should consider partnerships with the campus office of cooperative education. (Contains 34 references.) (DB)

ED 427 585 HE 031 776

Alexander, F. King
The Endless Pursuit of Efficiency: The International Movement To Increase Accountability and Performance in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Comparative Education; Educational Change; Educational Finance; Educational Trends; *Efficiency; Financial Support; *Foreign Countries; *Government School Relationship; *Higher Education; Institutional Autonomy; International Cooperation; Productivity; Program Effectiveness; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; Europe; Great Britain; United States

This paper examines the trend toward demanding increased accountability and efficiency by institutions of higher culture. Analysis indicated two types of affiliative behavior ("nomads" and "nesters") and five patterns of occupying identity-based space on campus: (1) students chose one existing monoracial category; (2) students moved between existing monoracial categories; (3) students created a new "multiracial" category; (4) students opted out completely by deconstructing the category of race or choosing not to identify with any race; and (5) students moved between or among the above options. The major determinants of students' identity choices were campus racial demographics and peer culture. (Contains 44 references.)

ED 427 603 HE 031 794

Rhoads, Robert A.
Student Activism in an Age of Cultural Diversity. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; American Indians; Blacks; Case Studies; College Environment; *College Students; *Cultural Pluralism; *Diversity (Student); Higher Education; Organizational Change; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; Chicano Studies; Homosexual Rights; Michigan State University; Mills College CA; Pennsylvania State University; Rutgers the State University NJ; University of California Los Angeles

This paper examines the organizational context in which student protest is currently enacted and finds a new generation of campus activism organized around multiculturalism. Qualitative methods are used to analyze five case studies of student protest: (1) the Mills College (California) strike of 1990; (2) the Chicano studies movement at the University of California (Los Angeles) in 1993; (3) gay rights demonstrations at Pennsylvania State University from 1991 to 1993; (4) African American student resistance at Rutgers University (New Jersey)in 1995; and (5) financial aid protests involving American Indian students at Michigan State University from 1994 to 1996. Data collection involved 110 interviews with students, alumni, faculty, staff, and community members and analysis of documents and other artifacts of campus incidents and student organizing efforts. Each case study is presented in terms of a general description of the particular movement and its relationship to identity concerns, the precipitating events that escalated to highly visible campus demonstrations, the student response to the precipitating events, and organizational outcomes associated with a particular student movement. The study finds that all five cases were fundamentally linked to issues of multiculturalism and identity struggle. (Contains 46 references.) (DB)

ED 427 604 HE 031 795

Suspitsin, Dmitry A.
Research on Higher Education in Russia: Is It Ever To Become an Interdisciplinary Endeavor? ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL,

Ingram, Richard T.
A Guide to Conflict of Interest and Disclosure. The Fundamentals. Board Basics.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict of Interest; Decision Making; Disclosure; Ethics; *Governance; *Governing Boards; Guidelines; Higher Education; *Policy Formation; Role Conflict

This booklet offers guidelines for conflict of interest issues and disclosure for members of governing boards of institutions of higher education. It urges institutions to develop conflict-of-interest policy documents to guide decisions concerning such topics as defining what constitutes "conflict of interest"; the board's role in cases of an "appearance" of conflict of interest; when a perceived conflict of interest should be addressed; who is responsible for requesting board attention and action; maintaining balance in light of the need to seek members who are influential people with diverse affiliations; and whether board policy should specify most possible conflicts of interest. A general guideline offered suggests that any time a trustee or institutional officer (or family member or business associate) stands to gain financially (either directly or indirectly) from a specific transaction, there is a potential conflict of interest. Examples of relatively easy and more difficult situations are offered. The booklet warns that policy guidelines and annual disclosure requirements should strike a balance between being overly prescriptive or so vague that they are easily ignored or ineffective. Also provided are some criteria for defining conflict of interest, as well as a sample conflict of interest policy statement. (DB)

ED 427 623 HE 031 878

Spitz, William T.
Endowment Management. Financial Matters. Board Basics.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Decision Making; *Educational Finance; *Endowment Funds; *Governance; *Governing Boards; Higher Education; *Investment; Long Range Planning; *Money Management; Resource Allocation; Trustees; Trusts (Financial)

This booklet offers guidelines for college and university trustees for managing the institution's endowment funds as they seek to balance efforts to grow the endowment for the institution's future with the need to use these funds to supplement current budget needs. Critical policy issues are identified, such as: the endowment's purpose, maximizing return on assets, contribution of endowment funds to operating budgets, whether to spend or preserve endowment funds, whether the entire board or an investment committee makes investment decisions, and monitoring and evaluating the performance of professional investment managers. Since the board's most basic

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Career Exploration; Computer Uses in Education; *Education Work Relationship; Field Trips; High Schools; *Instructional Development; Instructional Materials; Learning Activities; Material Development; Postsecondary Education; Questionnaires; Records (Forms); School Business Relationship; *Statewide Planning; Vocational Education; *Work Experience Programs; Worksheets; World Wide Web
IDENTIFIERS- *Maryland; *Work Based Learning

This document explains Maryland's practical approach to developing student activities designed to facilitate high school students' transition to postsecondary education and/or the workplace. The document begins with an overview of Maryland's Career Connections initiative, which prepares for college and careers through the following: hands-on learning in classrooms, workplaces, and community service; instruction in academic and technical skills; support from adult mentors; and strong links between high schools and postsecondary institutions. The remainder of the document is a guide to implementing the practical approach to developing student activities. Included in the guide are the following items: presentation outline; copy of the National School-to-Work Web site; definitions of work-based learning activities; table detailing the processes used to develop various types of work-based learning activities (including worksheets, employer contact forms, activity sheets, evaluation forms); description of paid and unpaid work-based learning activities and contents of the activity packets used to conduct the activities; description of the program's career exploration field trip and pertinent forms and learning activities; and sample activity packets for a work-based learning program at a newspaper's print shop and preapprenticeship program as an electrician's helper. (MN)

ED 427 166 CE 078 025

Cangelosi, Barbara R.; Peterson, M. Larry
Peer Teaching Assertive Communication Strategies for the Workplace.
PUB DATE- 98
NOTE- 18p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Assertiveness; Business Communication; Classroom Techniques; *Communication Skills; *Education Work Relationship; *Empowerment; High Schools; *Peer Teaching; Program Effectiveness; Questionnaires; Units of Study

A unit in assertive communication strategies for the workplace was developed and tested with approximately 45 juniors and seniors at a Utah high school. For 4 weeks of a 6-week grading period, the students were exposed to basic information on verbal and nonverbal communication and administered a survey designed to tap their individual value system regarding sensitivity to others, interpersonal skills, and personal worth. Next, the students were asked to read a magazine article on emotional intelligence, view a video on empowering others, and read excerpts from a book on assertiveness strategies to

ED 427 184 CE 078 068

Project Future. A Workplace Literacy Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 523p.; For a related document, see ED 426 204. A project cooperatively conducted with Futura Plastics and Engineering, Louisville, KY.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Arithmetic; Behavioral Objectives; Business Correspondence; Check Lists; Communication Skills; *Competency Based Education; Computer Literacy; Critical Reading; *Education Work Relationship; Fractions; Geometry; Internet; Learning Activities; Lesson Plans; *Literacy Education; Manufacturing Industry; Mathematics Skills; Measurement Techniques; *Numeracy; Percentage; *Plastics; Production Technicians; Reading Skills; Records (Forms); Statistics; *Workplace Literacy; Writing (Composition); Writing Skills

This document contains 12 units of study for a competency-based workplace literacy program, developed by Jefferson County Public Schools in Louisville, Kentucky, for a local plastics and engineering company. Each unit covers between two and nine competencies. Of the 12 units, 5 are devoted to language skills and 7 are devoted to mathematics. Each unit contains a lesson plan for each of the competencies taught in the unit. The lesson plans contain the following: lesson objectives, prerequisite skill(s); literacy skills addressed; detailed instructions for presenting the unit; evaluation activity; and extension activities. Also included in each unit are some or all of the following: student handouts; transparency masters; learning activities; and self-evaluation checklists. Many learning activities require learners to read and or complete reading texts, forms, and charts actually used at the company. The language skills unit topics are as follows: communicating; learning and using plastics vocabulary; interpreting work-related forms and charts; reading of workplace materials critically; and writing forms and letters. Mathematics topics include the following: understanding whole numbers; using fractions; using decimals; calculating percentages; measuring items with the common English and metric systems; understanding statistics; and understanding geometric concepts. (MN)

ED 427 185 CE 078 076

Wiessner, Frank
The Bridging Allowance as an Instrument of Labour Market Policy--A Provisional Appraisal. IAB Labour Market Research Topics No. 30.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; *Entrepreneurship; *Financial Support; Foreign Countries; Job Training; Program Effectiveness; Self Employment; *Small Businesses
IDENTIFIERS- *Germany

Since 1986 the Federal Employment Service in Germany has used the were significantly more likely to have identified a career interest. In both years, fewer boys were apt to report any adult talked to them about careers. The number of students who planned to take classes in high school that teach job skills showed a statistically significant decrease. Girls were more certain they would take classes. In both years, about one-third of students agreed some jobs are best for women, and some for men; boys agreed most often. (YLB)

ED 427 202 CE 078 099

Larson, Elizabeth Hunt; Vandegrift, Judith A.
Tenth Grade Students' Perceptions of Career Preparation and Work Experience in Arizona Schools: Two-Year Trends. Arizona School to Work Briefing Paper #15.
PUB DATE- 98
NOTE- 6p.; For a related document, see ED 418 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Education; Comparative Analysis; Education Work Relationship; Educational Research; *Grade 10; High Schools; *Mentors; Nontraditional Occupations; Sex Differences; Significant Others; State Programs; State Surveys; Statewide Planning; *Student Attitudes; *Student Participation; Teacher Student Relationship; *Vocational Interests
IDENTIFIERS- Arizona; *School to Work Opportunities Act 1994

In spring 1998, 1,057 10th-grade students were surveyed as one component of a statewide evaluation of Arizona's school-to-work system designed by the Morrison Institute for Public Policy. This second survey measured attitudes toward and participation in career activities. Results were compared to baseline data collected from over 2,000 10th-grade students in 1997. Data indicated that, in both years, nearly all students had at least an idea of their career area of interest; gender differences were observed in students' selections of career interests. Student participation in activities increased. Statistically significant differences in participation by sex were evident: more girls reported learning about careers in class and participating in volunteer activities; and more boys participated in internships with pay, worked for pay in a job unrelated to their careers, and had business mentors. The share of students who had selected a career interest increased as participation rose. All 14 activities were at least "somewhat" helpful to students in making career selections. In both years, students ranked family, teachers, and friends most highly as influencing career interests. One-fourth of students in 1998 compared to one-third of students in 1997 indicated they never received career guidance at school. Less than one-half of students were aware of courses related to career interests; even fewer actually took a course related to their interests. (YLB)

ED 427 203 CE 078 101

Positive Results for All Students Dispel Fears of Leaving Some Behind.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)

familiarize themselves with the inmates' concerns. Attendance was mandatory to receive a certificate of employability. Students would be given preference for admission to the work-release program upon course completion. This motivator improved attendance and completion rates compared to phase I of the project. In a survey, the program received excellent reviews from both the inmates and the prison staff. Students' evaluation of the program indicated that the class was rated as one of the best in the prison. A waiting list of inmates showed an interest in program participation and continuation. One barrier was students' inability to attend due to lock up or early release. Most students (90 percent) completed the course. Of the students completing the course, 83 percent found employment. (The report contains 21 references. Appended are curriculum materials on anger management and self-assessment, the certificate of employability, and three student evaluation forms.) (YLB)

ED 427 220 CE 078 131

New Teacher Institute. Final Report. Fiscal Year 1997-1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Educators; *Adult Learning; *Beginning Teacher Induction; *Beginning Teachers; Classroom Techniques; Institutes (Training Programs); *State Programs; Statewide Planning; *Teacher Education; Teaching Methods
IDENTIFIERS- *Pennsylvania; 353 Project

A project presented orientation and training for new (up to 2 years experience) Pennsylvania adult educators. It provided training to 85 new teachers through an intensive 2-day institute combining presentations on theory of adult learning with sessions on practical techniques. Two sets of regional focus groups and a preconference session at the Mid-Winter Conference of the Pennsylvania Association for Adult and Continuing Education provided additional training and networking opportunities. Coordination with the regional Professional Development Centers ensured that new teacher needs were met and provided a smooth transition for new teachers into existing staff development structures. Training opportunities were evaluated in terms of participant impressions and impact on participants. New teachers rated highly the quality and formats of the institute, focus groups, and midwinter session. In follow-ups 6 weeks and 4 months after the institute, participants reported applying information and techniques learned at the institute. Participants in the focus groups and midwinter session also reported applying information and techniques covered in these sessions. (Appendixes include the following: institute brochure, outline of the institute, institute session abstracts, presenter contact and biographical information, and participant comments regarding application of materials/information from the institute.) (YLB)

ED 427 221 CE 078 132

Pennsylvania Action Research Network (PA-ARN) Staff Development through Five Regional Staff Development Centers. Final Report.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; *Education Work Relationship; Employer Attitudes; *Employment Patterns; Ethnic Discrimination; Ethnic Groups; *Labor Market; Labor Turnover; Postsecondary Education; Secondary Education; Sex; Sex Discrimination; Socioeconomic Status; *Vocational Education; *Youth Employment

This publication presents a portrait of transitions from initial education to working life in the United States. Section I details the distribution of students at two basic levels: K-12 and tertiary education. It introduces a recurring concern--the distribution of students by ethnicity and socioeconomic status--and details the declining importance of vocational education in secondary schools. Section II focuses on tertiary educational attainment and the rise and impact of a highly competitive market for college and university education. Section III narrows the focus by presenting a series of matrixes detailing the rate at which young people transit from school to work and back again. It examines the diminished prospects of high school dropouts and how questions of ethnicity and gender further complicate the picture. Section IV sketches principal changes in the labor market over the last 2 decades and the shifting employment practices now changing the context for the transition from initial education to working life. Section V provides detail on the workings of the youth labor market and discusses briefly churning in the youth labor market. Section VI focuses on employers' assessment of young workers. Section VII describes the major initiatives--public and private--now in place to facilitate the transition from initial education to working life. Section VIII looks ahead to a time when the United States might have a less robust economy. (40 references) (YLB)

ED 427 239 CE 078 159

Linking School and Work to Accelerate Student Results.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Education Work Relationship; Employer Attitudes; *Employment Patterns; Labor Market; Labor Turnover; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education; *Work Experience Programs; *Youth Employment

This serial issue focusing on the theme of "School-to-Work." The two articles it contains describe promising practices that benefit individual students who participate. The first article, "Connecting the Dots: Linking School and Work to Accelerate Student Results," examines how schools and businesses are linking up, leading to benefits for students and employers. It reports evidence that forging closer links between schools and the workplace spurs student academic performance and motivation and that employers benefit because school-to-work participation better prepares students to succeed in college and in the workplace and helping employers better match applicants' skills with workplace needs. It presents these findings: business participation in school-to-work partnerships varies by business size and industry and the number of employers providing more informal work-based learning experiences jumped significantly. The second article, "Education Helps Young Workers Get Ahead," examines the diversity in the "youth" labor market in terms of

Board. Ways to use the Internet in career education include the following: access to information; direct access to computer-assisted guidance; distance counseling; group work; access and outreach; and recruitment, placement, and the job search. Learning job search strategies ranks high with students, so it is important that they keep up to date with the latest in job search technology. Many academic and professional services have developed websites that address the needs of students who are just beginning their career development process. (Contains 10 references.) (KC)

ED 427 257 CE 078 209

Imel, Susan
Using Technologies Effectively in Adult and Vocational Education. Practice Application Brief No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Education; Computer Uses in Education; Educational Practices; *Educational Technology; *Learning Strategies; Teaching Methods; Technological Advancement; *Vocational Education

The educational applications of technology are many and varied, including use as an educational delivery method and an instructional tool. However, technology is often introduced without much thought, and it changes rapidly. Technology can have the following effects: improve educational attainment and skill development; reduce educational inequities; improve the relationship between learning, assessment, and effectiveness; provide a relevant context for learning; and empower learners. When educational technologies are used appropriately, their advantages far outweigh their disadvantages. Some guidelines for using technology in adult and vocational education include the following: (1) let learning outcomes drive the process of technology choice; (2) strive to infuse or integrate technology into the instruction; (3) use technology to shift the emphasis in teaching and learning; (4) be prepared to modify the role of the instructor; and (5) use technology to move the focus away from low-level cognitive tasks to higher-order thinking skills. Used appropriately, technology can support many of the goals of adult and vocational education. (Contains 15 references.) (KC)

ED 427 258 CE 078 210

Brown, Bettina Lankard
Entrepreneurship Success Stories: Implications for Teaching and Learning. Practice Application Brief No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Needs; Educational Trends; *Entrepreneurship; *Futures (of Society); *Learning Strategies; Postsecondary Education; Secondary Education; *Small

understand the impact of the predominant attitude that men and women are essentially opposite from one another. The themes that grow out of the dominant discourse of "men and women as opposites" are examined and challenged as they relate to men and women defining their roles as parents. A model is provided which conceptualizes the relationship between dominant discourses and men's participation in parenting. This model uses dominant discourses as its basis to explain how men are discouraged from being equally participatory parents, how fathers' decisions about their involvement affect the perpetuation of these discourses, and how alternate discourses can be used to challenge the dominant discourses. (Contains 22 references.) (Author/EMK)

ED 427 276   CG 029 112

Wickwire, Pat Nellor, Ed.
CACD Journal, 1996-1997.
PUB DATE- 97
NOTE- 69p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Attitudes; College Students; Cooperation; *Counseling; *Counselor Training; Disabilities; Elementary Secondary Education; Grief; Group Counseling; Higher Education; Interviews; Parents; Perception; Personnel; Resistance (Psychology); *School Counselors; School Guidance
IDENTIFIERS- Multicultural Counseling; Wellness

This issue of the California Association for Counseling and Development Journal reflects counseling at the crossroads: changes and challenges as its theme. The following articles are included: (1) "Attitudes toward People with Disabilities as Expressed by Rehabilitation Counseling and Psychology Students" (L. M. Orange, M. G. Brodwin); (2) "Differences in Perceived Levels of Collaboration between School Counselors and Administrators" (C. M. Kane, N. Ribak-Rosenthal); (3) "The Wellness Paradigm: An Exploratory Study of Graduate Counseling Students" (S. Straffen, P. J. Britton, A. Evans, L. A. Bauhoff, J. Zimmerman, A. Fuchs, N. Taylor); (4) "Multicultural Client Intake Interview Guidelines" (V. N. Noble); (5) "Multicultural Dimensions in Counseling" (M. G. Brodwin, L. O. Mas, C. H. Kimm); (6) "Counseling at the Crossroads: Changes and Challenges" (J. M. Allen); (7) "Measurable Outcomes of Personnel and Guidance Services" (A. M. Mitchell); (8) "A Study of Counselor Education in California" (M. Gerstein); (9) "Guidelines for Counseling Parents of Children with Disabilities" (H. C. Griffin, J. C. Ciechalski, L. Wheeler); (10) "Grief and Loss: Client Resistance in Group Sessions Based on Value and Cause" (G. E. Bennett, R. K. Alvarez); and (11) "Making a Difference" (B. Craft). (MKA)

ED 427 277   CG 029 126

Immediate Transition from High School to College. Indicator of the Month.
PUB DATE- 99
NOTE- 3p.; Extracted from "The Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; College Applicants; *College Students; *Enrollment; *High School Graduates; High Schools; Higher Education; National Surveys

glossary. (RS)

ED 427 296 CS 013 421

Burns, Paul C.; Roe, Betty D.
Informal Reading Inventory: Preprimer to Twelfth Grade. Fifth Edition.
PUB DATE- 99
NOTE- 226p.; Revised by Betty D. Roe.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Diagnostic Tests; Elementary Secondary Education; Higher Education; *Informal Reading Inventories; *Reading Diagnosis

Designed for use in college-level reading methods courses, elementary and secondary classrooms, resource rooms, and reading clinics, this book presents an informal reading inventory and detailed instructions for its implementation. The fifth edition of book offers new instructions on how to use the text and administer, score, and interpret tests; an updated "Background Knowledge" section; new materials on flexible ways to use the Inventory; a new "Frequently Asked Questions" section; and a perforated, punched, spiral bound format convenient for one-to-one testing situations. The book's graphics program includes visuals, advance organizers, and checklists. Sections of the book provide background information, instructions for use, student word lists, teacher word lists, and graded passages (including four forms each of teacher and student booklets). An appendix addresses how the inventory was constructed. (RS)

ED 427 297 CS 013 422

Moustafa, Brenda Martin
Content Area Reading: Summary of Reference Papers.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Content Area Reading; Elementary Education; *Reading Comprehension; *Reading Skills; *Reading Strategies; *Student Needs; Teacher Role; Text Structure
IDENTIFIERS- *Expository Text

This paper examines the problem of content reading by elementary school age children and gives teachers advice to facilitate learning of expository text. Armbruster, Anderson, and Ostertag (1987) identified some of the difficulties students have with content reading to be lack of interest, lack of motivation, and insufficient prior knowledge. These same researchers concluded that students often struggle with content material because they are not familiar with the structure of expository text; hence students need guidance in understanding expository text. Some effective strategies to teach content area reading are: use of prior knowledge and background knowledge; instruction about text structure; and comprehension monitoring, student-generated questions, summarizing, and reciprocal teaching. To help students become more ready to "read to learn," teachers in primary grades should begin to expose students to expository

DESCRIPTORS- *Evaluation Methods; Grade 10; Grade 11; Grade 8; Secondary Education; State Standards; Student Evaluation; Student Writing Models; *Writing Achievement; *Writing Evaluation; Writing Instruction
IDENTIFIERS- *Oregon Statewide Assessment Program

Noting that statewide writing assessment shows the achievements of Oregon students over the last decade, this booklet explains the results for the 1993-1997 assessments and provides papers illustrating the work that Oregon students in grades 8, 10, and 11 produce on the state test. The booklet's chapters are: (1) The History of Writing Assessment in Oregon; (2) The Analytic Models and Highlights of Assessment Results; (3) The Classroom Connection; and (4) Statewide Results and Sample Student Papers. Appendixes contain: a writing scoring guide; mode scoring guide; sample prompts, grades 8, 10, and 11; guides to revision, grades 8 and 10; student writer's report; requirements for collection of student work samples; conversion tables from 5- to 6-point scoring scale; inter-rater reliability 1996-1997; writing content panel members; and a 19-item annotated bibliography of material on writing assessment and instruction. (CR)

ED 427 321 CS 216 581

Hill, Bonnie
Oregon Statewide Writing Assessment: Results, Analysis, and Sample Student Writings, 1993-1997. Grades 3 & 5.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Grade 3; Grade 5; State Standards; Student Evaluation; Student Writing Models; *Writing Achievement; *Writing Evaluation; Writing Instruction
IDENTIFIERS- *Oregon Statewide Assessment Program

Noting that statewide writing assessment shows the achievements of Oregon students over the last decade, this booklet explains the results for the 1993-1997 assessments and provides papers illustrating the work that Oregon students in grades 3 and 5 produce on the state test. The booklet's chapters are: (1) The History of Writing Assessment in Oregon; (2) The Analytic Models and Highlights of the Assessment Results; (3) The Classroom Connection; and (4) Statewide Results and Sample Student Papers. Appendixes contain: a writing scoring guide; mode scoring guide; sample prompts; guides to revision; student writer's report; requirements for collection of student work samples; conversion tables from 5- to 6-point scale; inter-rater reliability 1996-1997; writing content panel members; and an 18-item annotated bibliography of materials on writing assessment and instruction. (CR)

ED 427 322 CS 216 582

Smith, Carl B.
Improving Your Child's Writing Skills.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

between gardening and writing poetry. Students at the alternative school founded by the book's author work and play on a plot of land near the school; inside, they work and play with words and imagery. Many examples of illustrated student poems as well as poetry by well-known writers fill the book. Mini-lessons in the book offer ways to stretch students' knowledge and mastery of more advanced poetry-writing techniques. It also provides lessons on getting ideas for poems, what to do with line breaks, how to encourage showing rather than telling in a poem, and how to say something in a new way. Also helpful are the book's bibliographies suggesting General Children's Poetry Books, Bilingual/Multicultural Poetry Books for Children, Music for Inspiring Poetry Writing, and Poetry for Grown-up Readers. The book's 9 chapters are: (1) Clearing the Land; (2) A Watchful Gardener; (3) A Safe Place To Grow; (4) Not a Day without Mud; (5) Befriending the Geckos; (6) Voices from the Earth; (7) A Swarm of Bees; (8) Under the Palo Verde Tree; and (9) In Honor of the Butterfly. Contains 21 references. (SR)

ED 427 342   CS 216 611

Carro, Dorothy J.
The Effects of Phonemic Awareness Instruction on the Writing Ability of First Grade At Risk Students.
PUB DATE- 99
NOTE- 56p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; Reading Instruction; Spelling; Student Attitudes; *Writing Ability; Writing Achievement; Writing Attitudes; *Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- New Jersey; *Phonemic Awareness

The purpose of this study was to evaluate the effect of increased phonemic awareness instruction on the writing ability of At Risk first graders. Twenty-three students from a suburban first grade classroom in Central New Jersey were involved in the study. Twelve at risk students were divided into two groups, each of which received one half hour of daily supplemental reading instruction from the Basic Skills teacher which included phonemic awareness activities such as letter recognition, letter/sound correspondences, rhyme, segmentation, word families, and Elkonin boxes. The eleven control children received reading instruction solely from the classroom teacher who used a basal reading program. Scores from a pretest which was administered in May of kindergarten were compared to a post test which was given at the end of January of first grade and evaluated auditory discrimination, word awareness writing ability and writing samples. Both control and experimental samples made considerable growth in spelling and writing abilities from the end of kindergarten to January of first grade. The experimental sample demonstrated the greatest increases in the posttest results after increased phonemic awareness instruction, even though the control group had overall higher scores. Children who are low in phonemic awareness require explicit training in becoming aware of the internal structure of sounds in words which develops their ability to spell words phonetically. As the students become more aware of phonemes and their written form, they become more confident about their writing ability. (Author/RS)

Intensive Courses; *Nonnative Speakers

Noting that employers in the New York City area have complained about the lack of communication skills of City University of New York (CUNY) graduates, this paper discusses a new program of communication-intensive courses at Baruch College (a CUNY college with a specialization in business) to address the problem. The paper highlights standards and practices for evaluating nonnative speakers (NNSs) in communication-intensive courses (CICs) by presenting three sets of materials and data: (1) a handout on guidelines for teaching NNSs, distributed during a faculty development workshop in the summer of 1997; (2) results of a CIC faculty survey on communication difficulties of NNSs conducted during the pilot semester in the fall of 1997; and (3) results of a CIC faculty survey on the assessment of NNSs conducted during the Fall of 1998. The paper concludes that faculty members reported a great number of communication difficulties among NNSs, and that many faculty members were willing to make significant concessions. (Contains 10 references.) (RS)

ED 427 364 CS 509 997

Gareis, Elisabeth
Communication Intensive Curriculum Design: The Example of a Course in Intercultural Communication.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998). For a related paper, see CS 509 996.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Communication Skills; Course Descriptions; *Ethnography; Experiential Learning; Higher Education; *Intercultural Communication; Student Reaction
IDENTIFIERS- *Communication Across The Curriculum

Responding to complaints by New York City area employers about the lack of communication skills of City University of New York (CUNY) graduates, Baruch College (a CUNY college with a specialization in business) initiated a new program of communication-intensive courses to address the problem. One such course involved intercultural communication. The course focuses on experiential learning through student-facilitated discussions, work with an interactive computer writing tool, and an extensive ethnographic project (including an observation, library and Internet research, interviewing, an e-mail survey, and a formal presentation). All elements of the course are designed to achieve three goals: conscious analysis of communication techniques and their improvements; intensive communication practice; and content acquisition. Students reported having communicated more during this communication intensive course than during the rest of their academic careers. They especially appreciated the chance to facilitate their own small group discussions and to conduct a comprehensive ethnographic project. The course materials are included in the paper. (RS)

ED 427 365 CS 509 998

Alvermann, Donna E.; Moon, Jennifer S.; Hagood, Margaret C.
Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy. Literacy Studies Series.

in high-impact nonurban/rural districts. Longitudinal data were gathered for 1982-87 (prechoice years), and a time-series analysis was conducted for free/reduced lunch, minorities, and special-education variables. Analysis of lunch programs showed no significant difference between high-loss and low-loss districts. Economic stratification does not necessarily increase due to school choice implementation. However, there is a significant stratification effect along the racial/ethnic dimension. One possible explanation for this is that minorities are not opting for alternative placements to the same degree as nonminority students. For disabilities, results are ambiguous. High-gain districts maintain an almost linear (upward) trend, while high-loss districts show severe, sudden changes. Meeting special-education students' needs within school choice parameters needs more careful scrutiny. The market model may not conform with the reality of school choice policy as implemented in Minnesota. Infusion of a competitive philosophy may be flawed by processes resulting in intended or unintended undesirable consequences. (Contains 23 references.) (MLH)

ED 427 385 EA 029 262

Jimerson, Lorna
Hidden Consequences of School Choice: Impact on Programs, Finances, and Accountability.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Class Size; Competition; *Cost Effectiveness; Courses; Educational Policy; Elementary Secondary Education; Extracurricular Activities; Interviews; Open Enrollment; Parent School Relationship; Politics of Education; Power Structure; Program Implementation; Resource Allocation; Rural Schools; *School Choice; *School Districts; Special Education
IDENTIFIERS- *Minnesota

This study examined how eight rural, high-impact Minnesota school districts (defined as those losing or gaining a high percentage of student population due to school-choice implementation in fiscal year 1995) responded to school choice policy. Data from semistructured interviews with each district's superintendent were sorted and analyzed. In each case, financial shifts in revenue due to school choice have substantially affected programs, staffing, and resources. High-loss districts reported increased class sizes, elimination of specific academic programs, and cuts in extracurricular offerings. High-gain districts were able to decrease class size, expand field trips and curricula, and equip schools with the latest technology. Also, high-loss districts have shouldered proportionally more special-education costs, leaving less money available for regular programs. Some parents use the threat of school choice transfer as a bargaining chip in power struggles. Open enrollment opens schools to harsher criticism. Some superintendents view neighboring district heads as rivals, not colleagues. Choice, a "fait accompli," seems a nonissue for tenured teachers. The requirements of a voluntary free-exchange system or competitive market model may not conform with the reality of school choice policy as implemented in Minnesota. (12 references) (MLH)

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; *Legislators; Resistance to Change; *School Restructuring; State Government; *State Legislation
IDENTIFIERS- *Florida

This paper examines ways in which the state of Florida addressed and resolved pressures to respond to continuous demands for reform by using new and different reform paths. Florida had committed itself in 1991 to a standards-based reform strategy. This commitment was analyzed during the 1996 election year. For the study, a content analysis of all the substantive (nonfiscal) bills relating to education in 1996 was done to determine if they evidenced a weakening in the state's commitment to a decentralized educational-reform mode or a return to a centralized, top-down approach. The framework for the study distinguished between the foci of control, whether state or local, and the domains of control: standards, accountability/assessment, and operations. Results show that approximately 70 percent of the bill provisions for that year supported the reform intent. Even so, the 1996 legislature did increase the state's authority in three areas of operations--child health and welfare, student behavior, and parental choice--which limited local control. The state was unable to keep from imposing new requirements in direct contradiction to the philosophy of stated reform goals. (RJM)

ED 427 405 EA 029 634

Diamantes, Thomas; Lennix, Lesia
Using Student Produced Video Presentations in Administrator Preparation Programs.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Conference of the South Regional Council on Education Administration (Savannah, GA, November, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Critical Thinking; *Educational Facilities; Elementary Secondary Education; Graduate Study; Higher Education; *Management Development; *School Administration; School Buildings; Supervisory Training; *Videotape Recordings

This paper looks at students' video recordings of school-facility assessment that were produced in graduate courses for administrator development. Graduate administrator-preparation programs usually include one or more courses focusing on school housing or school-plant operations. Educators preparing school leaders need to explore ways to train future educators to think efficiently in typically complex environments. By using student-produced VCR recordings and by following assessment checklists, students can use these video checklists to ensure building safety. Such recordings can be used to supplement existing teaching methodology. The incorporation of video recording to assess educational facilities enables school leaders to better understand the various compliance and safety issues in today's schools. To help in this effort, the Council of Educational Facility Planners International has developed an inspection features the following essays: "Racial Integration of Public Schools in South Africa: A Study of Practices, Attitudes and Trends (J. Naidoo); Local Government Partnership with Public Schools in South Africa: Some Stakeholder Perceptions" (L. Jita and J. Karlsson); and "Decentralisation in the New Education System: Governance and Funding of Schooling in South Africa 1992-1997" (J. Panpallis) (Contains an index.) (RJM)

ED 427 423 EA 029 663

Pritchard, Ivor A.
Good Education: The Virtues of Learning.
PUB DATE- 98
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Ethical Instruction; Ethics; *Moral Development; *Moral Values; Role of Education; School Community Relationship; *School Role; *Social Influences
IDENTIFIERS- *Moral Education; Virtues

By focusing on education and the development of four moral virtues (friendship, honesty, courage, and justice), this book presumes that the exercise of these virtues is an integral part of good educational practice and that anyone concerned with promoting excellence in education must also be committed to promoting these virtues. Part 1, "First Teachers," discusses the parent-child relationship by examining the dynamics of friendship, responsibility, and separating right from wrong. Part 2, "The Teacher's Moral Authority," argues that, when developing programs for schools, moral education must adhere to the educational mission in the context of public accountability. Part 3, "In the Classroom: Doing It Right," discusses issues such as indoctrination, participation, disruption, cheating, grades, and reform; and stresses that, by shaping the classroom climate to promote the four virtues, teachers also advance academic learning. Part 4, "Good Thinking: The Curriculum," examines school activities through the combined perspectives of moral education, the basic liberal arts curriculum, and contemporary issues such as sex, drugs, AIDS, racism, sexism, suicide, and self-esteem. Part 5, "Struggling To Understand: Threatening Visions of Educational Practice," examines how cultural influences such as individual judgment, religious conviction, market demands, and minority status not only shape educational practice but also threaten the sound practice of moral education. Part 6, "Good for What?" concludes that the real value of good education ultimately depends on the kind of society that lies beyond formal education, and that the effects of education on sociocultural values are important aspects of school reform. (Contains 60 references.) (RIB)

ED 427 424 EA 029 667

Sessa, Valerie I.; Kaiser, Robert; Taylor, Jodi K.; Campbell, Richard J.
Executive Selection: A Research Report on What Works and What Doesn't.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Guidelines for the IFSP Process: Early Childhood Connections, Colorado's Infant/Toddler Initiative for Part C of the Individuals with Disabilities Education Act).
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 33p.; For English language version, see EC 306 995.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Planning; Guidelines; Hispanic Americans; *Individualized Family Service Plans; Infants; Language Minorities; Moral Values; Parent Education; *Parent School Relationship; Spanish Speaking; *Teamwork; Toddlers; Young Children
IDENTIFIERS- Colorado

This booklet for Spanish-speaking parents of young children with disabilities describes Colorado's Individualized Family Service Plan (IFSP) process. It explains guidelines, shares family stories and reflections for families and care providers, and the describes the values that drive the IFSP process in Colorado. Information is provided on characteristics of successful IFSP teams, relationships between providers and families, components of the IFSP, basic rights of parents of children with disabilities, and procedural safeguards. A glossary of relevant terms is provided. All material is presented in Spanish. (CR)

ED 427 443 EC 307 005

Boyd, Barbara; Harker, Heather; Scoggins, Bobbie Beth
Providing Adequate Services for the Deaf and Hard of Hearing Population in the Commonwealth of Kentucky : A Strategic and Long Range Plan. A Task Force Report to the Governor and the Legislative Commission.
PUB DATE- 95
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Deaf Interpreting; *Deafness; Delivery Systems; Early Intervention; Educational Needs; *Hearing Impairments; Human Services; Integrated Services; Long Range Planning; Mental Health Programs; *Needs Assessment; *Partial Hearing; State Aid; State Standards; *Statewide Planning; *Strategic Planning; Technology; Vocational Rehabilitation
IDENTIFIERS- *Kentucky

This report to the Kentucky State Legislature and Governor on the needs of the state's hearing impaired population was developed with information from 40 state agencies, 25 consumer organizations, and 135 deaf and hard of hearing individuals. Fifteen recommendations are offered with specific suggestions for required funding and possible funding sources. Introductory information includes mission statements, cover letters, an executive summary, a statement of methodology, and a brief history and summary of current services. Recommendations along with supporting documentation are organized into adult services and educational services. Recommendations for adult services address: (1) interpreting (including quality/standards, training, and a statewide referral center); (2) human services (regional community access/service centers and services for the inclusion of students with disabilities in assessment and accountability systems. Some recommendations are to: (1) encourage the inclusion of scores of students with disabilities in accountability systems; (2) offer strategies to states for counting and reporting assessment results of all students; (3) identify a set of guiding principles for including students with disabilities in graduation requirements; (4) urge states to allow testing accommodations, coursework adaptations, and the option of demonstrating skills in alternative ways for students with disabilities; (5) encourage states and districts to form accommodation advisory groups and support training on accommodation; (6) continue to provide examples of alternate assessments and suggest a model for best practice in alternate assessments; (7) highlight best practices in reporting the scores of students with disabilities; and (8) fund projects to examine the effects of interventions on test scores and identify effective interventions. (CR)

ED 427 462 EC 307 032

Comparison of Virginia Regulations Governing Special Education Programs and IDEA Amendments of 1997: Supplement.
PUB DATE- 97
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Definitions; *Disabilities; Early Childhood Education; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal Regulation; Federal State Relationship; Financial Support; Individualized Education Programs; Infants; Preschool Education; *Special Education; *State Programs; *State Regulation; Student Evaluation; Student Placement; Toddlers
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Virginia

This document provides a side-by-side comparison of Virginia regulations governing special education programs, the Virginia Comprehensive Services Act, and the federal 1997 Amendments to the Individuals with Disabilities Education Act of 1997. Differences and similarities are illustrated for sections relating to: (1) definitions; (2) authorization, allotment, use of funds, and authorization of appropriations; (3) state eligibility; (4) local educational agency eligibility; (5) evaluations, eligibility determination, Individualized Education Programs, and educational placement; (6) procedural safeguards; (7) administration; (8) preschool grants; and (9) infants and toddlers with disabilities definitions. Appendices include the full text of the three sections of the Individuals with Disabilities Education Act relating to findings and purposes, state eligibility, and local educational agency eligibility. (CR)

ED 427 463 EC 307 033

Connecticut Birth to Three System. Service Guideline 1: PDD/Autism: Intervention Guidance for Service Providers and Families of Young Children with Characteristics of PDD or Autism.
SPONS. AGENCY- Connecticut State Dept. of Mental Retardation, Hartford.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Deafness; Elementary Secondary Education; *Finger Spelling; *Hearing Impairments; *Interpersonal Communication; *Outcomes of Education; *Sign Language
IDENTIFIERS- *Signing Exact English

This annotated bibliography contains a list of resources addressing the efficacy of Signing Exact English (SEE II). Forty-three entries summarize results of research that overall indicate the success of students with hearing impairments who learn SEE II. (CR)

ED 427 482 EC 307 053

McClure, Cheryl; Kinnison, Lloyd R.
Recess in Elementary Schools: Implications for Children Who Have Disabilities.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Behavior; Children; Creative Development; *Disabilities; Educational Development; Educational History; Elementary Education; Intervention; Outcomes of Education; *Peer Relationship; *Play; Playground Activities; *Recess Breaks; *Recreational Activities; Research Needs; Social Development

This paper reviews historical aspects of play, issues about recess time, and implications for children who have disabilities. It also describes the need for research to acquire information from stakeholders. Play is pleasurable, enjoyable, intrinsic, and the active base for cognitive, social, motor, and language development in children. Experienced gained during the practice of certain activities during play increases the efficiency with which the same responses will be performed in maturity. Recess is important in allowing students with disabilities to interact with their typical peers and in providing the opportunity to express experiences, learn by trial and error to cope with the actual world, develop creativity, address deficits or delays in language development, and strengthen sensory abilities. Options for play advocates intent on saving recess and play time in schools are provided and include: (1) alter the purpose of public schools so that experimental or existential learning is valued; (2) accept the current purpose of schools and call for more research on play's role in student academic outcomes; or (3) select and defend only those play interventions that research have shown already to be achievement producing. (Contains 52 references.) (CR)

ED 427 483 EC 307 054

Bear, George G.
Interim Alternative Educational Settings: Related Research and Program Considerations.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Contracts; *Designers; *Educational Facilities Design; Elementary Secondary Education; Guidelines; *Personnel Selection; Public Schools; School Construction
IDENTIFIERS- *North Carolina

Since building designers play a key role in the school construction process, it is important they be selected based on qualifications, level of service, and ability to work with education professionals. This report provides guidance to boards of education, superintendents, and other school administrators in this selection process. A methodology is presented which incorporates some of the factors and qualifications that should be considered when selecting and contracting with architects and engineers. Included are the types of design contracts available and suggestions for preparing and negotiating the contract. Appendices contain sample of requests for Letters of Intent, designer selection criteria, potential contract modifications and additional design services, and the costs not part of the design contract. (Contains 9 references.) (GR)

ED 427 502 EF 005 199

Impact of Technology on School Facility Design.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Conditioning; Classroom Design; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Technology; Elementary Secondary Education; *Public Schools
IDENTIFIERS- *Technological Infrastructure; *Technology Integration

Computers and other technological innovations are becoming a greater part of today's educational system requiring educational facility designers to plan for their use when designing or renovating new buildings. This booklet considers the building needs for accommodating new technology, particularly focusing on the impact of personal computers and their interconnectivity. It discusses space requirements for workstations and workstation layouts; the cooling and electrical requirements for personal computers; and the design considerations when building computer and keyboarding labs, media centers, head-end and file server rooms, special use rooms and vocational labs, and labs for distance learning and the information highway. Other uses of technology in schools are highlighted such as systems for food service, energy management, facility management, and network connections. The booklet's final section examines design considerations for network wiring and file server closets. (Contains 9 references.) (GR)

ED 427 503 EF 005 200

Design and Construction Procedures for Public School Facilities.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

The Multiple Challenges of Multimedia: Development, Implementation, and Evaluation.
PUB DATE- 98
NOTE- 23p.; For the complete volume of working papers, see FL 025 687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programming); Classroom Techniques; *Computer Software Development; *Computer Software Evaluation; Educational Technology; Higher Education; Language Research; *Listening Comprehension; *Multimedia Instruction; Program Descriptions; Second Language Instruction; Second Language Learning; *Second Languages; *Spanish
IDENTIFIERS- Catholic University of America DC

This article presents an overview of an ongoing initiative to develop, integrate, and evaluate multimedia lessons to enhance listening comprehension in Spanish language classes at the Catholic University of America (District of Columbia). Focusing on the process involved, the two phases of the project that have been completed are examined, including the rationale, selection of the Libra authoring system, the building of the authoring team, design and revision of the lessons, and their integration into the curriculum. Findings from the evaluation components are explored, with particular emphasis on evidence pointing to the need to understand better how learners actually interact with multimedia. Based on the lessons learned from this project, guidelines are suggested for those who may be interested in a similar undertaking. A student survey form is appended. Contains 21 references. (MSE)

ED 427 525 FL 025 704

Charteris-Black, J.
Compound Nouns and the Acquisition of English Neologisms.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Diachronic Linguistics; *English; English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; Idioms; *Language Patterns; *Morphology (Languages); *Nouns; Second Language Learning; Syntax
IDENTIFIERS- *Compound Nouns; *Neologism

A study investigated the extent to which English compound nouns are problematic for learners of English as a second language and identifies some causes of this comprehension difficulty. Subjects were 34 university students, of widely varying language backgrounds, in courses in English for academic purposes. Each was administered an instrument designed to measure comprehension of both real and invented English compound nouns. For each compound noun, a range of possible definitions, including distractors, was offered. Results suggest that the comprehension of some compound nouns is problematic because their idiomatic and syntactic opacity, in the absence of culture-specific pragmatic knowledge, constrains the identification of deleted elements. However, when the learner has sufficient exposure to the language, these difficulties are overcome readily. There is also evidence that learners use figurative strategies in dealing with idiomaticity. It is concluded that comprehension problems faced proficiency when the problems were presented in both Spanish and English. Subjects were 119 Mexican-American students in grades 2-5, divided into high (n=72 students) and low (n=47) English proficiency groups. Students were asked to solve 14 problems and answer 4-7 probe questions for each problem, designed to assess knowledge of information needed to solve the problems. Results show a main effect for grade level and language proficiency, and an interaction effect between grade level and proficiency. No difference was found between low and high proficiency students in accuracy of solutions, but low-proficiency students in higher grades performed less well on problems presented in both English and Spanish, contrary to expectation. Students who were able to answer comprehension questions generally got accurate solutions, although younger students had inadequate underlying semantic conceptual representation of the problem to find an accurate solution. Specific factors were associated with accurate comprehension. Problems and statistical results are appended. (Contains 27 references.) (MSE)

ED 427 545   FL 025 741

Holmes, Janet
Managing in Style: Flexible Discourse at Work.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; Cultural Context; Discourse Analysis; Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; *Language Styles; *Organizational Communication; Sociolinguistics; *Work Environment
IDENTIFIERS- New Zealand

A study investigated the variety of ways in which managers use language in sociolinguistically sensitive ways to get things done at work. Drawing on a database of over 300 interactions in a range of New Zealand workplaces, aspects of power (how things are accomplished), politeness (the importance of small talk), and solidarity (the difference humor makes in social relationships) in the workplaces are analyzed. Most of the data come from small, relatively informal workplace meetings and discussions fulfilling a wide variety of work-related purposes: planning; conveying instructions; seeking advice; checking reports; solving problems or accomplishing tasks; providing feedback; and evaluating proposals. Social talk and telephone calls and some longer meetings were also analyzed. Participant background and contextual information was also gathered. Results reveal strategies used by managers, including overt and explicit strategies that both reflect and enact the manager's authority in a variety of ways. Power, politeness, respect, collegiality, and humor were all identified as significant strategies. Contains 17 references. (MSE)

ED 427 546   FL 025 742

Literacy Across Cultures: Newsletter of the JALT Foreign Language Literacy N-SIG, 1998.
PUB DATE- 98
NOTE- 53p.; For 1997 issues of this newsletter, see FL 024 935.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

administrators, graduate students, majority faculty, and faculty of color. Twelve African American and 19 Latino first-, second-, and third-year tenure-track faculty responded to a series of 43 questions about their perceptions of teaching and research, collegiality, institutional support, stress, and overall job satisfaction. Five faculty also participated in informal interviews. It was found that many respondents identified service to the university and students as primary role expectations. Other factors identified included lack of guidance and direction given for defining role expectations of research and teaching, inconsistent feedback and too much emphasis on accountability which tended to fuel stress, and varied levels of collegiality. It is recommended that institutions improve the likelihood of promotion and tenure of faculty of color through anticipatory socialization, orientation programs, promotion and tenure handbooks, mentor programs, and research and teaching productivity programs. It is concluded that administrators and faculties need to redefine organizational culture and the effect informal and formal policies and procedures have in defining role expectations and performances of faculty of color. (Contains 27 references.) (MDM)

ED 427 567 HE 031 758

Kong, Xiangping; Gimmestad, Michael J.
A Comparative Study of U.S. Community Colleges and Counterpart Institutions in the Higher Education System of China. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *Community Colleges; *Educational Change; Educational Planning; *Educational Policy; Enrollment Trends; Federal Government; Financial Support; Foreign Countries; Government Role; *Higher Education; Public Policy; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting; *China; United States

This paper examines the development in China of junior colleges (JCs) and adult higher education institutions (HEIs) and compares them to their community college counterparts in the United States, focusing on what China can learn from the American experience. It notes that higher education in China has expanded rapidly in recent years, with the number of colleges and universities more than doubling between 1977 and 1995 and enrollment increasing by a factor of five. According to the Ninth Five-Plan for Educational Development and the Long Range Development Program Toward the Year 2010, enrollment is expected to increase from 2.57 million students in 1995 to 4.5 million in 2010. To accommodate the increase, the Chinese government does not plan to expand the number of institutions but rather have the JCs and HEIs expand their current scale of operations by increasing enrollment. It is recommended that the Chinese government establish specific policy guidelines for further developing JCs and HEIs, that educational leaders be granted more autonomy to operate their institutions, that JCs and HEIs consider more open admissions policies, articulate transfer arrangements between JCs and HEIs and four-year education in the United States and Europe and its implications for the relationship between government and the college or university. It notes that such factors as limited state resources, rising educational costs, and the growing demand for accessibility and equity have generated external pressures on higher education to become more accountable to its funding sources. Examples of specific reforms in the United States are mentioned, including performance-based funding, adjustments in faculty workload policies, and development of policies related to time-to-degree and faculty-per-degree ratios. Examples of reforms in Great Britain focus on the British Education Reform Act of 1988, which began the transition of power from local education authorities to the national government. Examples of the accountability trend from continental Europe are also provided. Discussion of societal demands and the accountability movement examines the effects on higher education of massification and limits on public expenditures. The paper concludes that higher education has evolved into a foundational component of national economic growth and reflects utilitarian views of higher education in which economic values are supreme and the quantification of fiscal resources are the true measure of value. (Contains 33 references.) (DB)

ED 427 586 HE 031 777

Creamer, Don G.; Janosik, Steve M.; Zhao, Chunmei; Simpson, Miya; Perry, Mike
Academic Program Approval and Review Practices in States and Selected Foreign Countries. Final Report to the Planning Committee of the State Council of Higher Education for Virginia. ASHE Annual Meeting Paper.
SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- 98
NOTE- 56p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Foreign Countries; Higher Education; National Surveys; *Program Evaluation; *State Standards
IDENTIFIERS- *ASHE Annual Meeting; *Virginia

In response to proposals in the strategic plan of the Virginia State Council of Higher Education to decentralize the agency's statutory responsibilities for academic program approval, this study examined how the 50 states and eight foreign countries currently review and approve such programs. Written policy materials were collected and analyzed and semi-structured interviews were conducted with the academic officers of the responsible state agencies to determine current practices, perceived strengths and weaknesses of current practices, and plans for changes. Five general models were identified: (1) independent institutional review; (2) interdependent institutional review; (3) state-mandated review; (4) quality assurance audit; and (5) modified institution/state collaboration. The models are compared in terms of their positions regarding state agency control. A separate review of the use of testing to determine program quality found that testing was not a normative practice in program review. Appendices summarize program approval and review practices in Virginia, the United States, and foreign countries. (Contains

November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *Comparative Education; Foreign Countries; Graduate Study; Higher Education; Institutional Research; Intellectual Disciplines; *Interdisciplinary Approach; *Postsecondary Education as a Field of Study; Research Needs
IDENTIFIERS- *ASHE Annual Meeting; *Russia

This paper offers a comparative analysis of the organization of higher education research in Russia and the United States. It notes that in the United States higher education is generally viewed as a field of study, whereas in Russia higher education is considered to be an area of emphasis associated with individual disciplines. The paper first describes the overall Russian system of higher education and its research infrastructure and then offers an historical overview of the system's development. The paper also examines the mechanisms of promotion, dissemination, and research funding in higher education in Russia. It concludes that Russian education would benefit from the interdisciplinary approach to higher education research and urges the establishment of graduate programs in higher education administration that would also prepare researchers for the study of higher education. (Contains 26 references.) (DB)

ED 427 605 HE 031 796

Marcus, Laurence R.
Threats to Staff Diversity: A Case Study. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; Community Colleges; *Diversity (Faculty); Ethnic Relations; *Faculty College Relationship; Faculty Integration; Interviews; Job Satisfaction; Minority Group Teachers; Organizational Climate; Quality of Working Life; Teacher Integration; Two Year Colleges; *Work Attitudes; Work Environment
IDENTIFIERS- *ASHE Annual Meeting

This case study at a community college serving a small city and surrounding rural area was undertaken to examine how a diverse staff experiences the work place. Interviews were conducted with a stratified random sample of one-half of the student affairs group staff; half of the respondent group were people of color, and four out of five were women. The interview protocol for the study was developed in consultation with a staff committee; a "culture audit" was customized to fit the organizational setting. Questions focused on the sense of success among staff, how staff are inducted into the organizational culture, the quality of supervision, career development opportunities, the extent of team spirit, and general satisfaction working at the school. Findings included the following: while 70 percent of the staff believed they had been successful at the college, disaggregation of the data revealed a racial/ethnic discrepancy; some minorities cited responsibility is preserving institutional resources, including the endowment, in perpetuity, investment objectives should result in total returns equal to or greater than the spending rate plus inflation. Three models of endowment spending are outlined: spending all the endowment's income, determining spending as a percentage of the endowment's market value, or increasing each year's spending by a stated percentage tied to growth in the operating budget or to an inflation index. Also provided are some guidelines for asset allocation, addressing especially development of a documented asset allocation strategy. Finally, some suggestions for portfolio structure, manager selection, and evaluation of the manager's performance are offered. (DB)

ED 427 624 HE 031 879

The Board's Role in Accreditation. Strategic Decisions. Board Basics.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Administrator Role; *Governance; *Governing Boards; Higher Education; *Institutional Evaluation; *Self Evaluation (Groups); Trustees

This booklet for members of college and university governing boards focuses on the process of voluntary accreditation and provides trustees with information needed to ensure institutional autonomy and integrity. Accreditation is defined as involving both institutional accreditation, conducted by eight regional and eight national associations, and specialized or programmatic accreditation, conducted by about 50 national professional organizations. Briefly noted are the history and possible future of accreditation. Recommendations for general accreditation involvement include the following: (1) board members should be informed of the history, current practice, and strengths and weaknesses of relevant accrediting associations; (2) the board should participate actively in accreditation self-study activities; (3) the board should be informed of the objectives and activities of the visiting accreditation team; (4) the board or its representatives should meet with the visiting accreditation team; and (5) the board should review the final report of the accrediting team and evaluate its findings. Recommendations for board participation in specialized/professional accreditation include the following: first, trustees should be familiar with the purpose and general requirements of the specialized accrediting organizations; second, boards should be informed of highlights of the findings of specialized accrediting organizations; and, third, board members should participate in the periodic review of specialized accreditation practices. (DB)

ED 427 625 HE 031 880

Ingram, Richard T.
Trustee Responsibilities: A Guide for Governing Boards of Public Institutions. The Fundamentals. Board Basics.
PUB DATE- 97
NOTE- 27p.

implement in the face of peer pressure and/or social criticism. After they had been introduced to such techniques as fogging, negative assertion, negative inquiry, workable compromise, positive assertion, and self-disclosure, the students were asked to apply the techniques to sample dialogues between two fictional characters from novels they had previously read in class. The unit's final writing assignment was to create original dialogue using assertiveness techniques in a workplace scenario. Feedback from the students throughout the units, tests, and written assignments was very positive and enthusiastic. (Contains 10 references. Appended are sample evaluation responses from students who took the course and the course examination.) (MN)

ED 427 167   CE 078 030

Pautler, Albert J., Jr.
Workforce Education: Issues for the New Century.
PUB DATE- 98
NOTE- 10p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; Educational Change; Educational Finance; *Educational Legislation; *Educational Needs; *Educational Objectives; Federal Legislation; High Schools; Teacher Role; Two Year Colleges; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Workforce Investment Act 1998

This paper is intended to guide small groups of vocational educators in discussions regarding work force education issues for the next century. The following work force issues are suggested: the aging work force; vocational education's role in reforming K-12 education; distance education for technical education programs; the labor shortages resulting from lack of interest in job training; work force preparation for the Knowledge/Imagination Age, which will follow the Information Age; and the lack of career selection in the middle schools. Presented next are selected comments from a labor economist regarding needed types of work force education. The next section is devoted to the Workforce Investment Act of 1998, which calls for the following: locally based work force development programs; key role for local elected officials; private sector-led work force investment boards; "one stop" systems with required partners; adult education and literacy, welfare-to-work, postsecondary, veterans, and older worker programs; and community service block grants. Concluding the paper is a brief description of the school-based work force education program offered at Horry County Academy for the Arts, Sciences, and Technology in Myrtle Beach, South Carolina. (MN)

so-called "bridging allowance" to assist previously unemployed people in setting up their own businesses. This allowance is intended to guarantee the social security and subsistence of the person setting up the business during the start-up phase, until the young enterprise has become consolidated. Positive effects are expected for the labor market in two different respects. First, the person setting up the new business eases the strain on the unemployment insurance program with the step into self-employment. Second, if they are successful, the newly established businesses may result in further employment opportunities, thus contributing to the fight against unemployment. In the last 3 years about a quarter of a million previously unemployed people have set up their own businesses with the help of the bridging allowance. About 3 years after setting up their own business, 70 percent of those who received the bridging allowance are still self-employed. A further 5 percent still do the work for which they received the financial support, but as a secondary activity. At present, there is an average of one additional employee to each person who originally received financial support to start a business. The net effect cannot yet be determined, but looks to be positive. (Contains 51 references) (Author/KC)

DESCRIPTORS- *Academic Achievement; *Academic Standards; Disadvantaged; Education Work Relationship; *Educational Quality; Employer Attitudes; High Schools; Influences; *Minimum Competency Testing; Minority Groups; Outcomes of Education; Salary Wage Differentials; School Business Relationship; State Programs; Teacher Student Relationship

New studies dispel the fear that high academic standards set up some students to fail or drop out. This research finds that raising academic standards has a positive impact for all students in the following ways: (1) students take more demanding courses, learn more, and score higher on tests; (2) nationwide, dropout rates are falling and high school completion rates are rising; (3) students in more rigorous programs are more likely to go to and graduate from college, especially students from minority and low-income groups; and (4)students in more rigorous programs earned significantly higher wages and were more productive, effects that increased over time. Raising standards, with consequences, typically results in the following changes: elimination of bottom-track, low-level courses; provision of extra support for struggling students; and new ways of extending learning time (reorganized school days and school years). Although students may earn a lower grade in a harder course, they will be better off in the long run, in the eyes of colleges and employers. (MN)

July 1997-June 1998.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Adult Basic Education; Adult Educators; Adult Literacy; *Educational Research; Independent Study; Information Dissemination; Information Networks; *Literacy Education; *Professional Development; Program Effectiveness; Program Evaluation; Questionnaires; *Statewide Planning; Teacher Attitudes; Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- Impact Studies; Pennsylvania; 353 Project

The Pennsylvania Action Research Network project was initiated in 1995-1996 to provide Pennsylvania literacy educators with the following: a better method for taking published research findings and testing and adapting them in their own classrooms; a way to study their own research ideas on a daily-action basis; and a systematic way to share and disseminate findings regarding best practices. The following were among the main outcomes of the 1997-1998 project year: the "Action Research Handbook and Planner" was revised; 4 mentors were trained to help 1997-1998 participants develop their own research projects; 20 participants received training; the proposal review process was refined to allow more expert input and improve quality control; and 19 research monographs were produced. In surveys of the project's present and past participants and their supervisors, all three groups gave high ratings to the training received by participants and the action research they conducted. (The report contains 53 references. Appendixes constituting approximately 40% of this document contain a list of 19 action research monographs published in 1997-1998 and the following 1996-1997 evaluations: external evaluation; field evaluation of 1997-1998 participants; impact evaluation of supervisors of participants in 1996-1997 projects; and impact evaluation of participants in 1996-1997 projects.) (MN)

education, skills, and labor market attachment. It reports that young workers can increase their chances of success in the working world by acquiring a college education; labor market churn may benefit young workers for a limited amount of time; real hourly earnings have increased more rapidly for younger workers than for other segments of the job market; and the transition from school to work is still a troublesome process for young people. (YLB)

ED 427 240 CE 078 162

Merrifield, Juliet
Contested Ground: Performance Accountability in Adult Basic Education. NCSALL Reports #1. Research Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.; For the full report, see ED 425 450.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Adult Basic Education; Evaluation Criteria; Evaluation Methods; *Outcomes of Education; *Performance Based Assessment; Program Evaluation; Test Construction

This brief suggests that performance accountability offers the chance to refocus on what learners accomplish by participating in adult basic education (ABE) and to reorient every aspect of the system to achieve the best results. The 1966 Adult Education Act provides little guidance in developing performance accountability. Recent research describes literacy as multiple "literacies" rooted in particular social contexts. This change in definition shifts the focus even further from abstract skills to real-life practices. This conceptual change requires a revision of what performance means. Other issues include the following: definition of the purpose of literacy, accountability, fragmentary data on performance, and measurement tools that can collect more reliable accountability data. New initiatives are addressing performance accountability: the National Institute for Literacy's Equipped for the Future project, National Outcomes Reporting System, and other state and national level initiatives. Over the last few years, many states have been focusing on building capacity for program delivery. High performance or "learning organizations" from the business world may prove useful models for ABE. Four principles would enable the field to perform effectively and be held accountable for performance: agree on performances, develop mutual accountability relationships, build capacity to perform and be accountable, and create new tools to measure performance. This framework for future policy provides guidelines for future action. (YLB)

Businesses; *Teaching Methods

Societal trends and personal characteristics are facilitating movement from corporate to self-employment. The entrepreneurship movement is characterized by several trends that are influencing the way people work: such as younger workers expecting shorter-term commitments to work, expanding career options, opening of worldwide operations, and technological advances that make it possible to work at home. Successful entrepreneurs usually are perceptive, innovative, creative, self-directed, action oriented, confident, collaborative, persevering, and decisive. Entrepreneurship education extends beyond technical and financial considerations. Strategies that educators can use to promote higher-order thinking, in-depth understanding, and high-quality achievement (behaviors and skills associated with entrepreneurship) include the following: (1) situate learning in the context of its real-world application; (2) require in-depth understanding of a concept or issue; (3) provide learning activities that enable students to engage in their preferred styles of learning; (4) make classrooms student centered; (5) integrate content and context; (6) become a coach and mentor rather than a dispenser of knowledge; (7) require collaboration and teamwork; (8) require students to achieve high intellectual standards; and (9) engage students in exploration, inquiry, problem solving, and reflection. (Contains 11 references.) (KC)

Because most college students enroll in college immediately after completing high school, the percentage of high school completers enrolled in college the October after finishing high school is an indicator of the total proportion of that year's high school completers who will ever enroll in college. The percentage enrolling not only reflects the accessibility of higher education to high school completers but also shows the value completers place on attending college as compared to working, entering the military, starting families, or pursuing other interests. Statistics are presented in data and graphs for 1972-1996, and show the percentage of high school completers ages 16-24 who were enrolled in college the October after completing high school, by type of institution, family income, and race or ethnicity. (EMK)

text. Upper grade teachers need to facilitate students in the transition from "learning to read" to "reading to learn" by helping them become familiar with the different purposes and structures of expository texts. Not only will teaching strategies to read content material help improve test scores and grades, but it will also help students learn the skills needed to participate fully in society. (NKA)

ED 427 298 CS 013 423

Diagnostic Matrices for Instructional Planning in Reading, Grades 3-5.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decoding (Reading); Elementary Education; *Instructional Development; *Matrices; Reading Comprehension; *Reading Diagnosis; *Reading Instruction; Reading Strategies; *Thinking Skills; Word Recognition
IDENTIFIERS- North Carolina

Published by the state of North Carolina, the purpose of this booklet is to assist teachers as they plan instruction to help students become proficient readers. The booklet contains matrices for comprehension, word identification, and instructional strategies to assist in planning and helping students be successful on the End-of-Grade (EOG) Tests in Reading for grades 3-5. Information in the matrix can serve as a reference point for teachers as they plan and scaffold reading instruction. The decoding and word identification matrix in the publication is a tool that summarizes key elements of decoding and word identification characteristic of students at each achievement level on the EOG. Instructional strategies are suggested that can serve as reference points for planning instruction. The instructional strategies matrix presents instructional strategies, reading skills and strategies, and thinking skills with suggestions for when they are most appropriate for students. The booklet includes a discussion of the North Carolina Thinking Skill Levels, clarifying various kinds of thinking and questions that may elicit each. Finally, it outlines questions to promote critical thinking and response to texts for narrative and for expository texts. (SR)

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; Learning Strategies; Parent Influence; Parent Participation; Parent Role; *Parents as Teachers; Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Skills

Intended for parents, this book offers straightforward directions on how to guide children in constructing a composition. It also helps parents review and clarify compositions that their children have already written. The book gives a developmental perspective to children's performance and includes sample compositions from actual classroom writing of children in grades 3-5. Chapters in the book are: (1) What Do Kids Write about in the Early Grades?; (2) Follow a Writing Process; (3) Prewriting: "How Do I Get Started?"; (4) Drafting: "How Do I Write the First Version?"; (5) Revising: "How Can I Improve What I've Written?"; (6) Proofreading: "How Can I Check for Mistakes?"; (7) Writing Descriptions; (8) Writing Letters; (9) Writing about Literature; and (10) Writing Stories. The book contains worksheets to give parent and child a thorough guide to improved writing, starting with early activity in the elementary grades. (CR)

ED 427 323 CS 216 583

Knight, Lorraine Rushing
Teaching High School Students To Write for Life Outside of School.
PUB DATE- 98
NOTE- 41p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Skills; *Communication Skills; Computer Uses in Education; High School Students; High Schools; Portfolios (Background Materials); *Writing Improvement; *Writing Skills

A practicum (which took place at a high school in an urban community in the Southeastern United States) was designed to give high school students the opportunity to gain writing skills that meet the challenge of real-world demands. Students need to be competent in basic skills, the use of computers, and applications that meet workplace challenges to be successful in a competitive global work world. A portfolio was developed which required students to produce a written and oral response to simulated business situations, meet the criteria acceptable in the business world, and use various computer software programs to produce a final product. Observation of participants revealed students working as teams, consulting with other students and teachers, and teaching each other. A review of students' portfolios indicated enhanced language skills, written and oral. Contains 29 references; a student survey is attached. (RS)

ED 427 343 CS 216 613

Baker, William

Monitoring First Graders' Motivation through the Revising and Editing Phase of Writing Projects.

PUB DATE- 99
NOTE- 46p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 1; *Instructional Effectiveness; Primary Education; *Revision (Written Composition); *Student Motivation; *Writing Attitudes; *Writing Improvement; Writing Research
IDENTIFIERS- *Process Approach (Writing)

The data gathered for this study supported the hypothesis that first grade students can revise and edit original writing projects without experiencing any significant loss in motivation. This hypothesis was confirmed after the students had finished writing and revising three original stories while utilizing three separate revision strategies. The three strategies implemented were: (1) making revisions based on small group writing conferences; (2) revising with a parent at home; and (3) revising with the teacher on a computer. Student motivation for each project was monitored through individual surveys that were conducted after the students had completed each step of the writing process. (Contains 35 references and 3 tables of data; appendixes contain a parent letter and a survey form.) (Author/RS)

PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Films; *Literacy; Middle School Students; Middle Schools; *Popular Culture; Research Needs; Teaching Methods; Television
IDENTIFIERS- *Critical Literacy; *Media Literacy

Written for teachers, researchers, and theorists who have grown up in a world radically different from that of the students they teach and study, this book addresses the importance of developing within children and adolescents a critical awareness of the social, political, and economic messages emanating from the different forms of popular culture. It explains the term "critical media literacy" and the different cultural resources each author brings to the book, then considers issues surrounding the selection and introduction of popular culture texts for use in critical media literacy lessons, providing examples of teaching strategies to engage students. Chapters in the book are: (1) Teaching Critical Media Literacy Using Popular Culture Texts; (2) Approaches to Teaching Using Popular Culture and the Politics of Pleasure; (3) Engaging Primary Grade Students in Critical Media Literacy: Jennifer's Lesson; (4) Engaging Upper Elementary Students in Critical Media Literacy: Margaret's Lesson; (5) Engaging Middle School Students in Critical Media Literacy: Donna's Lesson; (6) Identities, Positioning, and Critical Media Literacy; and (7) Where Are and Where We Need to Go in Theory and Research. (Contains 108 references.) (RS)

ED 427 386 EA 029 508

Schmidt, Linda J.; Kosmoski, Georgia J.; Pollack, Dennis R.
Novice Administrators: Psychological and Physiological Effects.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; Administrators; Assistant Principals; *Beginning Principals; Elementary Secondary Education; *Hypertension; Longitudinal Studies; Psychological Patterns; *Psychophysiology; *School Administration; *Stress Variables

Novice school administrators find that demands for excellence have grown while budgets have shrunk. This paper reports on a study that examined the stress levels of beginning administrators. Two of the key questions for the study--Is the stress experienced by new school administrators manageable or out of control? and Does the job put beginning school administrators at risk?--were answered by determining if new administrators experience measurable changes in blood pressure. For the research, 43 beginning school administrators (25 females, 32 Caucasians, 9 African-Americans, 2 Hispanics) were monitored over a 3-year period. Sixteen of the administrators were principals, 14 were assistant principals, and 13 were based at the central office. The study was conducted in a large Midwestern megalopolis. Results based on measurements of systolic and diastolic blood pressure indicate a significant main effect for systolic pressure and ethnicity. The average mean systolic pressure score for African-Americans exhibited a dramatic increase. There were no significant differences for systolic pressure between genders. An analysis of change in diastolic pressure yielded a significant main effect: all beginning administrators, both building-based and those in the central office, demonstrated a significant increase in diastolic pressure, suggesting that all novices were vulnerable. Contains 22 references. (RJM) program consisting of 106 criteria to be used when assessing educational facilities. It is hoped that by experiencing a performance task of video recording to assess educational facilities, school leaders will grasp the various compliance and safety issues in today's schools. (RJM)

PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; Educational Administration; Elementary Secondary Education; Management Development; *Performance; School Administration; *Success

This book presents a study that examined the apparent failures of many top-level executive selections. For the study, information was gathered from 494 top executives. The research's purpose was to determine how executives are defined as successful or unsuccessful, how executive selection takes place in modern organizations, and what determines whether companies look inside or outside for a successor. These questions were addressed through an organizing framework that outlined the domains related to executive selections. These domains were developed by combining what is known about selection at lower levels in the organization with the differences and special needs of selection within the top ranks of the organization. The results indicate that performance measures--how one does the job--do not differentiate between successful and unsuccessful executives. In addition, selection processes are related to the eventual success or failure of executives according to the explicitness of organizational needs, position requirements, and who is selected to be in the candidate pool. The study also found that internal selection processes differ from external selection processes in terms of organizational needs, position requirement, and other factors. Selection processes vary in length of process and number of candidates considered. Two appendices present the study protocols and limitations. (Contains 40 figures and 40 references.) (RJM)

elderly with hearing impairments); (3) mental health (mental health and substance abuse services); (4) technology (information technology services); (5) workforce development services (vocational rehabilitation and adult education/literacy). Recommendations for educational services focus on early intervention/preschool services, program standards for K-12 services, the statewide resource center on deafness, educational interpreting, and quality and quantity of educational staff. A glossary is included. (Contains approximately 200 references.) (DB)

ED 427 444 EC 307 006

Educational Rights of Parents under Provisions of the Individuals with Disabilities Education Act (Special Education).
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Conflict Resolution; *Disabilities; Discipline; *Due Process; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Parent Rights; Parent School Relationship; Private Schools; *Special Education; Student Evaluation; Student Placement; Student Records
IDENTIFIERS- *Colorado; *Individuals with Disabilities Educ Act Amend 1997

This booklet, for parents of children with disabilities in Colorado, outlines the rights guaranteed to parents under the Individuals with Disabilities Education Act as amended in 1997. An introduction provides space for identifying a local contact person and notes the need to translate this information for parents whose language is other than English. The booklet then goes on to explain parent rights under the law in the following areas: free appropriate public education, prior notice to parents, parent consent, independent educational evaluation, educational surrogate parents, student records, discipline, mediation, state complaint procedures, impartial due process hearing, and private school placement. (DB)

PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Autism; Check Lists; Delivery Systems; *Developmental Disabilities; *Early Identification; *Early Intervention; *Individualized Family Service Plans; Infants; Integrated Services; Parent Participation; Preschool Education; *Teaching Methods; Toddlers
IDENTIFIERS- Connecticut; *Pervasive Developmental Disorders

This guide is designed to assist families and service providers with developing individualized family service plans (IFSPs) for families of children (birth to 3) in Connecticut who exhibit characteristics of pervasive developmental disorder (PDD), autism, or related disorders. Sections address the following topics: terminology, early identification and diagnosis, characteristics of children with PDD/autism, intervention, principles of child development, curriculum, intensity of intervention, supportive teaching environments, measuring progress, intervention in natural environments, functional approach to problem behaviors, family support, controversial or alternative treatments, transition to preschool, strategies and intervention techniques, embedding teaching strategies into natural routines, focus on communicative intent, sensory integration, augmentative/alternative communication, applied behavior analysis, discrete trial instruction, and incidental teaching. Also included are answers to questions parents ask and 10 appendices including the mission statement of the Connecticut Birth to Three System, the Checklist for Autism in Toddlers, a list of early indicators for screening, and suggested questions for parents to ask regarding treatments. (Contains approximately 50 references.) (DB)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Behavior Disorders; Behavior Problems; *Discipline; Educational Environment; Elementary Secondary Education; *Emotional Disturbances; Instructional Effectiveness; Intervention; *Nontraditional Education; Program Design; Program Effectiveness; Special Programs; *Student Placement

IDENTIFIERS- Behavioral Assessment; Individuals with Disabilities Education Act; *Interim Alternative Educational Settings

This report discusses the discipline of students with disabilities in schools, and new provisions in the Individuals with Disabilities Education Act (IDEA) that allow school personnel to order a change in a student's placement to an interim alternative educational setting (IAES) under certain circumstances. The first section provides a brief historical perspective on discipline for students with disabilities and the emergence of the IAES concept. Increased public concern about violence, drugs, and weapons in schools is noted and several political and legislative factors related to such concern are discussed. Following this background information, there is a discussion of the unique characteristics of some IAESs, with particular attention paid to the critical role that links assessment with intervention. The last section presents a summary review of the effectiveness of school-based interventions for students with chronic conduct problems. It is designed to be of practical value to educators in developing and implementing state and local guidelines for IAESs. Promising interventions involve parent management training, family therapy, and home-school collaboration. Appendices include information on domains to be addressed in assessment and intervention, effective classroom management, strategies for correcting disruptive behavior, and instructional and curricular adaptations. (Contains 125 references.) (CR)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; *Public Schools; *School Construction; *State Regulation
IDENTIFIERS- *North Carolina; Regulatory Agencies

Confusion and frustration can often accompany local school boards of education and facilities designers who attempt to meet classroom facilities needs pursuant to North Carolina legislative requirements when building or renovating schools. This booklet identifies a number of procedures, regulations, and agencies associated with the construction of school facilities and provides information that can expedite logical and efficient planning. As facilities planning progresses, sections cover what may be required during each phase of the project from design development through to completion. The appendix contains a directory of North Carolina state agencies related to procedures for the design and construction of public school facilities and contact personnel, including the U.S. Army Corps of Engineers. (GR)

ED 427 504 EF 005 204

Lefevre, Jessica S.
Energy Savings Performance Contract Case Studies.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 97
NOTE- 64p.; Co-funded under the Energy Fitness Program, a partnership with the Energy Services Industry and one of the Energy Savers Initiatives.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; *Performance Contracts; Public Schools
IDENTIFIERS- Cost Containment

Building owners and managers can use performance-contracting Energy Service Companies (ESCOs) to partially or fully fund building renovations that include energy efficiency upgrades. This report provides building owners and managers with an introduction to the energy efficiency and building upgrade services provided by ESCOs. It uses 20 case studies to describe the types of services that ESCO provides, how ESCO performance contracts work, and reasons that building owners and managers choose to use ESCOs to acquire increased energy efficiency and building upgrades. Additional information includes a lists of key Energy Fitness Partner contacts and Department of Energy Fitness Program Partner contacts and web sites for each. (GR) by learners of English as a second language encountering compound nouns may be very similar to those faced by native speakers. (Contains 35 references, 5 tables, and 4 figures.) (MSE)

ED 427 526 FL 025 705

Sierra, Josu
Real Linguistic Experiences Using Chat Sessions or Videoconferencing.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Computer Mediated Communication; Computer Software; *Discussion Groups; Foreign Countries; Higher Education; *Internet; Interpersonal Communication; *Second Language Instruction; *Second Languages; *Teleconferencing

A discussion of the use of Computer Mediated Communication (CMC) in the second language classroom focuses on whether the kinds of CMC available provide appropriate forms of interpersonal interaction to enhance learning. A review of recent research looks at what is known about the ideal conditions for learning a second language, the role of the Internet in language learning, some software packages and tools for videoconferencing and chat sessions, and some of the advantages of using chat sessions and videoconferencing for language learning. Suggestions are made for preparing CMC sessions, including student grouping and turn-taking and the subject(s) students will discuss. A sample session outline is presented here. Techniques for using the sessions and saved transcripts productively are outlined, suggestions for error correction are offered, ways of working with different text types are noted, and ways of augmenting instructional materials are listed. (Contains 10 references.) (MSE)

DESCRIPTORS- Classroom Techniques; Foreign Countries; Grammar;
Listening Skills; *Literacy Education; *Phonemics; Phonics;
Phonology; Reading Skills; Rhetoric; Second Language Learning;
Teaching Methods; World Wide Web
IDENTIFIERS- Japan; Japanese People; *Phonemic Awareness

This document consists of the two issues published during 1998 of the newsletter of the Japan Association for Language Teaching (JALT) national special interest group (N-SIG) on foreign language literacy. Major articles in these issues are: "Academic Protocol and Targeted Rhetoric" (Denise D. Brown); "Key Concepts in FL Literacy: Phonemic Awareness" (Charles Jannuzi); "Grammar, Reading, and Listening Skills among Japanese Students of English: A Comparison of Respective Abilities" (Bern Mulvey); "Literacy Links: Phonology, Phonetics, Phonemic Awareness and Phonics" (Jannuzi); "Specialty Booksellers on the WWW" (Jannuzi); and presentations from the 1997 JALT meeting, including: "FL Literacy: Meeting Needs and Realities in Japan" (panel discussion) (Andy Barfield, David Dycus, Barry Mateer, Elin Melchior); "Phonemic Awareness: Is It Really Language Specific?" (Brett Reynolds); "A Key Concept Revisited: Phonemic Awareness" (Jannuzi); "The Internet TESL Journal" (Dycus); and "Report on the Robert Kaplan Workshop" (Brown). Book and materials reviews are included in each issue. (MSE)

institutions, and ensure that JCs and HEIs are properly funded. (Contains 11 references.) (MDM)

ED 427 568 HE 031 759

Berson, Judith S.; Younkin, William F.

Doing Well by Doing Good: A Study of the Effects of a Service-Learning Experience on Student Success. ASHE Annual Meeting Paper.

PUB DATE- 98

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Faculty; College Instruction; *College Students; Community Colleges; Grades (Scholastic); Higher Education; *Service Learning; *Student Attitudes; Student Participation; Teaching Methods

IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes

This study explored the effects of service learning on student success in college. The study consisted of 286 students enrolled in six paired community college courses in various disciplines. One section of each pair was taught using traditional subject matter and course materials, while the other section of each pair was required to participate in a 20-hour service learning activity in addition to the regular course curriculum. Participating faculty completed questionnaires and interviews regarding the courses, and students completed end-of-course evaluations. The results indicated that, overall, students who participated in the sections with a service learning requirement achieved higher final course grades and reported greater satisfaction with the course. In addition, faculty members who taught the service learning sections reported that class discussions were more stimulating, the sections seemed more vital in terms of student involvement, and the students seemed more challenged academically than in the traditional instruction sections. (Contains 27 references.) (MDM)

88 references.) (DB)

ED 427 587 HE 031 778

Eimers, Mardy T.; Braxton, John M.; Bayer, Alan E.
The Implications of Teaching Norms for the Improvement of
Undergraduate Education in Teaching-Oriented Colleges. ASHE
Annual Meeting Paper.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Community Colleges; Educational Quality; Higher Education; *Instructional Improvement; Standards; *Teacher Attitudes; *Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; Liberal Arts Colleges

This study examined the normative support by college faculty at teaching-oriented colleges (Liberal Arts I and II institutions and community colleges) of six recommendations commonly offered for the improvement of undergraduate education and compared findings to a similar study at Research I and Comprehensive II institutions. Tenured full-time faculty (n=647) in the fields of psychology, mathematics, and biology at liberal arts and community colleges responded to a college teaching behaviors inventory, which requested faculty views on six recommended teaching behaviors: (1) encouragement of faculty and student contact; (2) systematic program of advisement; (3) feedback on student performance; (4) faculty knowledge of students; (5) fostering of egalitarianism and tolerance in the classroom; and (6) demonstration of a concern for improving college teaching. Results suggest that norms are in place for three of the six recommendations student advisement, prompt feedback, and egalitarian classroom atmosphere, which are the same three recommendations that receive support from faculty at research and comprehensive universities. (Contains 34 references.) (DB)

lack of understanding of organizational politics and culture; there was a discrepancy in the frequency of mentoring of whites and minorities; inadequacies in the performance appraisal system; differences in gender and race/ethnicity responses to questions about quality of supervision; and, in fact, differences in gender, racial, and ethnic perceptions were seen in most areas examined. (Contains 21 references.) (CH)

ED 427 606 HE 031 797

Marcus, Laurence R.; Hickman, Cynthia
The Outcomes of New Jersey's Higher Education Restructuring Act of 1994. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; College Administration; *College Governing Councils; Faculty College Relationship; *Governance; Government School Relationship; Higher Education; Institutional Autonomy; Participative Decision Making; *Politics of Education; Professional Autonomy; State Government; *State Regulation
IDENTIFIERS- *Deregulation; *New Jersey

In 1994 the state of New Jersey deregulated the state higher education structure and created a new commission on higher education and a presidents' council. This report presents the findings of a 1998 survey that sought to determine the extent to which the goals of the deregulatory legislation had been achieved and whether the fears of the act's opponents had come to fruition. Respondents, who included state college and university presidents, chairs of governing boards, faculty leaders, state legislators, and leaders of various advocacy groups, were asked to comment on two sets of questions. The first asked about deregulation, the ability of institutions to meet their missions, opportunities for innovation and new degree programs, and increased fiscal flexibility. The second set of questions sought responses to fears expressed by the act's opponents. Although the survey indicated a high level of satisfaction among most respondents with most aspects of the restructuring act, a partisan split remains. Nearly three-quarters of those who supported passage of the legislation (mostly legislators, presidents and governing boards) see it as having benefitted higher education in the state. However, a second group, dominated by faculty leaders who feel they have less of a voice, remain skeptical about the new structure. (Contains 29 references.) (CH)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; *Administrator Role; Board Administrator Relationship; Board Candidates; *Governance; *Governing Boards; Higher Education; Public Colleges; Role Perception; State Universities; *Trustees

This booklet addresses issues concerning the various responsibilities of trustees on governing boards of public colleges and universities. Introductory information notes the increasing complexity and significance of the trusteeship role, and its unique context in public institutions. The booklet distinguishes between board and individual trustee functions and raises questions that underscore good practice for each function. The following board responsibilities are addressed: (1) setting and clarifying the institution's mission and purpose; (2) appointing the president or chancellor; (3) supporting the chief executive; (4) monitoring the chief executive's performance; (5) assessing board performance; (6) insisting on strategic planning; (7) reviewing educational and public service programs; (8) ensuring adequate resources; (9) ensuring good management; (10) preserving institutional independence; and (11) relating campus to community and community to campus. The individual trustee's responsibilities are discussed in terms of general standards of conduct, mutual expectations of board members and chief executives, and the commitment of trusteeship. Questions to consider when invited to serve on a board of trustees are suggested. (DB)

ED 427 626 HE 031 881

Ingram, Richard T.
Trustee Responsibilities: A Basic Guide for Governing Boards of Independent Institutions. The Fundamentals. Board Basics.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Board Administrator Relationship; Board Candidates; *Governance; *Governing Boards; Higher Education; *Private Colleges; *Role Perception; *Trustees

This booklet addresses issues concerning the various responsibilities of trustees on governing boards of independent colleges and universities. Introductory information notes the increasing complexity and significance of the trusteeship role and its unique context in independent institutions. The booklet distinguishes between board and individual trustee functions and raises questions that underscore good practice for each function. The following board responsibilities are addressed: (1) setting and clarifying the institution's mission and purpose; (2) appointing the chief executive; (3) supporting the president; (4) monitoring the president's performance; (5) assessing board performance; (6) insisting on strategic planning; (7) reviewing educational and public service programs; (8) participating in fund raising; (9) ensuring good management; (10) preserving institutional independence; and (11) relating campus to community and community to campus. The individual trustee's responsibilities are discussed in terms of general standards of conduct, mutual expectations of board members and chief executives, and the commitment of trusteeship. Questions to consider when invited to serve on a board of trustees are suggested. (DB)

ED 427 627 HE 031 882

Toma, J. Douglas; Palm, Richard L.
The Academic Administrator and the Law: What Every Dean and Department Chair Needs To Know. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For the full report on which this digest is based, see HE 031 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; *College Administration; College Admission; *Compliance (Legal); Deans; Decision Making; Department Heads; Disabilities; *Educational Administration; Faculty College Relationship; Higher Education; Legal Responsibility; Student College Relationship
IDENTIFIERS- ERIC Digests

This digest summarizes the role of the dean or department chair in dealing with legal issues in higher education. It considers the types of legal issues which might arise for these

ED 427 647 HE 031 902

Melko, Matthew
A Professor's Work.
PUB DATE- 98
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Case Studies; College Administration; *College Faculty; Departments; *Faculty College Relationship; *Faculty Development; Higher Education; *Participant Observation; Personal Narratives; Qualitative Research; *Sociology
IDENTIFIERS- *Wright State University OH

This book describes a year-long participant-observer case study of the professorship as a profession. Following an introductory chapter, each chapter examines one aspect of the professor's occupation by recounting the specific experiences of the author, a sociology professor at Wright State University (Ohio). Chapter 2 looks at the department as the center of power for the professor, and details the process of searching for and hiring a new member. Chapter 3 examines the department's reactions to an administrative change in the size of general education classes. Chapter 4 describes several additional events of the study year, such as reactions to major scheduling changes and failed development of a peace studies concentration. Chapter 5 focuses on teaching functions, including textbook selection, syllabus development, use of class time, examinations, student evaluation, and evaluation of the professor by students. Chapter 6 considers the diverse body of students, and their varying agendas and relationships with the professor. Chapter 7 is about the research and scholarship function, and chapter 8 recounts reactions of colleagues to this specific study. Chapters 9 and 10 consider the professor's service role and the professor's family life, and chapter 11 sums up the professor's role as a professional. (Contains 65 references.) (DB)

ED 427 648 HE 031 903

Vernardakis, George
Graduate Education in Government: In England, France, and the United States.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Doctoral Degrees; *Foreign Countries; Government (Administrative Body); *Graduate Study; *Higher Education; Intellectual Disciplines; Masters Degrees; *Political Science; Teaching Models
IDENTIFIERS- *England; *France; United States

This book reports findings of a study comparing how the leading institutions of higher education in England, France, and the United States conduct their graduate programs in political science. Institutions studied were: Cambridge University, Oxford University, and the University of London in England; the University of Paris 1 (Sorbonne), Institute of Political Studies of Paris, and Institute of Political Studies of Grenoble in France; and Harvard University, University of

ED 427 667 IR 019 186

Merlic, Craig A.; Walker, Matthew J.
Virtual Office Hours: A Communication Tool for Students and Teachers.
PUB DATE- 96
NOTE- 7p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Assisted Instruction; *Computer Mediated Communication; Computer Software Development; Educational Technology; Higher Education; Instructional Materials; *Teacher Student Relationship; World Wide Web
IDENTIFIERS- Question Answering; University of California Los Angeles; Virtual Classrooms; *Web Sites

The design and implementation of a World Wide Web (WWW) based instructional tool titled Virtual Office Hours (VOH) is described as implemented in the Department of Chemistry and Biochemistry at the University of California Los Angeles. The project is designed to facilitate communication between faculty and students through on-line access to all instructional materials and on-line question and answer capabilities. The project serves more than 15 classes and 3,000 students per term, and it has generated more than 80,000 access hits in a single week of usage. Topics discussed include: project design and implementation; instructional materials; the question and answer interface; answering questions; submitting announcements; a reminder robot; measuring the impact of the service; and the distribution area, which allows other educators to download project materials. Contains 16 references. (Author/DLS)

ED 427 668 IR 019 187

Nakabayashi, Kiyoshi; Maruyama, Mina; Koike, Yoshimasa; Fukuhara, Yoshimi; Nakamura, Yukihiro
An Intelligent Tutoring System on the WWW Supporting Interactive Simulation Environment with a Multimedia Viewer Control Mechanism.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Simulation; *Computer System Design; Courseware; Educational Technology; Information Technology; Instructional Effectiveness; *Intelligent Tutoring Systems; Interaction; *Multimedia Instruction; Multimedia Materials; *Systems Development; World Wide Web
IDENTIFIERS- Client Server Computing Systems; *Interactive Systems; Learning Environments; *Multimedia Technology

This paper describes the features of the 1996 version of an intelligent tutoring system (ITS) called CALAT. The architecture of CALAT is an extension of conventional World Wide Web systems, consisting of an ITS kernel on the server

ED 427 687 IR 019 238

Bouras, Christos; Lampsas, Petros; Bazaios, Antonis; Tsintilas, Giorgos
Web-Enabled Distance Education Environment.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Interfaces; Computer Software Development; *Computer System Design; *Distance Education; Educational Environment; Foreign Countries; Instructional Design; Interaction; Telecommunications; World Wide Web
IDENTIFIERS- *Client Server Computing Systems; Greece; Java Programming Language; *Learning Environments

This paper describes the design of a synchronous World Wide Web-based distance education environment developed at the Telematics Laboratory of Computer Engineer and Informatics Department (CEID) and Computer Technology Institute (Greece); the environment uses telematics services to conduct lessons over computer networks, simulating a traditional classroom environment with the live presence of a teacher, where all interactions among students, teacher, and courseware can be realized. Topics discussed include: the general architecture of the teletraining tool, including major advantages, specific advantages to trainees, and the selection of JAVA as the programming language; functionalities of the teletraining tool, including services provided by the teletraining server, the trainer's client, and the trainee's client; and the user interface of the trainer's and trainee's client. Two figures present the protocol stack and the user interface of the trainee's client. (AEF)

ED 427 688 IR 019 239

Brusilovsky, Peter; Anderson, John
ACT-R Electronic Bookshelf: An Adaptive System To Support Learning ACT-R on the Web.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Cognitive Psychology; Computer Uses in Education; Distance Education; Electronic Text; Higher Education; *Hypermedia; *Information Systems; Knowledge Representation; Material Development; Models; *Navigation (Information Systems); Resource Materials; Textbooks; User Needs (Information); World Wide Web
IDENTIFIERS- *Adaptive Instructional Models; Carnegie Mellon University PA; *Electronic Books; Links (Indexing)

This paper describes the electronic ACT-R Bookshelf, a system which supports learning ACT-R, a well-known theory in the field

ED 427 706 IR 019 257

Hinga, Sophia W.; Chen, Linlin Irene
Improving Learning Processes in Institutions of Higher Education by Incorporating High-Risk Web Technologies.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Assisted Testing; Computer Managed Instruction; Computer Security; Computer Software; Consultants; Distance Education; Educational Technology; Higher Education; Scoring; *Test Construction; *World Wide Web
IDENTIFIERS- Paradigm Shifts; Technology Integration; Technology Utilization; *ToolBook; University of Houston TX

With the assistance of learning technology consultants in the Technology Teaching and Learning Center (TTLC) at the University of Houston-Downtown (Texas), professors have shifted their paradigms and are taking the leap to use more high-risk World Wide Web technologies in their courses. One that has become a hallmark is delivering exams via the Internet. With advanced authoring tools such as Asymetrix ToolBook II Instructor, students can take tests on computer workstations inside computer labs within their university, at distant education sites, or at home. This paper discusses: (1) planning and preparation, including software selection, training, and time management; (2) risks related to question widgets, question scoring, Java class files, exam scoring, and Web browser components; and (3) high-risk precautions, including security issues and back-up plans. Three figures present the Java class location, student log-in, and a scoring/tracking screen. (Author/AEF)

ED 427 707 IR 019 258

Hobbs, Dave; Armstrong, James
An Experimental Study of Social and Psychological Aspects of Teleworking: The Implications for Tele-Education.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Environment; *Employee Attitudes; Foreign Countries; Futures (of Society); Information Technology; Interpersonal Relationship; Occupational Surveys; Postsecondary Education; Social Influences; Teamwork; Teleconferencing; *Work Environment
IDENTIFIERS- *Home Based Employment; Psychological Influences; *Telecommuting; United Kingdom

The last few years have seen a growth in interest in the concept of distance-learning in the field of education and in the use of teleworking to provide a way of conducting work from home.

ED 427 725 IR 019 276

Ndinga, S. S.; Clayton, P.
Distance Education Infrastructure for Rural Areas Using Java as a Development Tool.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Software Development; *Computer System Design; *Distance Education; Foreign Countries; Higher Education; Information Technology; Navigation (Information Systems); Online Systems; *World Wide Web
IDENTIFIERS- Client Server Computing Systems; Interactive Systems; Java Programming Language; Rhodes University (South Africa)

New information technology is rapidly becoming part of the localized education process, while offering the tools and the infrastructure for the establishment of a distance education process. At Rhodes University (South Africa), an Interactive Remote Tutorial System (IRTS) was built to support distance education. IRTS will be used as an instructional medium to meet the needs of the learner in a manner that is instructionally effective and economically prudent. This paper describes the design and implementation of IRTS as a World Wide Web-based distance education delivery system that allows an instructor sited remotely and connected via normal phone lines to provide two-way voice communication within a class and remotely navigate Web-based lesson material. Topics discussed include: (1) background on distance education technologies; (2) the IRTS architecture, including the MiniNavibar, Whiteboard, Chat-box, and Event Manager; (3) the collaboration client server design; (4) the relay servers; (5) the Event Manager, including flattening/sending events and reconstructing/consuming events; (6) lesson management; (7) hardware and software requirements; and (8) future work. A figure presents the overall system architecture. (Author/AEF)

ED 427 726 IR 019 277

Neumann, Gustaf; Zirvas, Jana
SKILL--A Scalable Internet-Based Teaching and Learning System.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Computer System Design; *Cooperative Learning; Foreign Countries; Higher Education; *Individualized Instruction; Instructional Design; Learner Controlled Instruction; Material Development; Navigation (Information Systems); Prior Learning; Student Developed Materials; Student Needs; World Wide Web

ED 427 746 IR 019 297

Westhead, Martin D.; Minty, Elspeth M.
Towards a Method for Migrating Courses from the Classroom to the Web.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; Computer Graphics; *Computer Managed Instruction; Conventional Instruction; Course Content; Courseware; *Distance Education; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; Learner Controlled Instruction; Multimedia Materials; Nontraditional Education; Online Systems; Visual Aids; *World Wide Web
IDENTIFIERS- University of Edinburgh (Scotland)

This paper describes a methodology for approaching the problem of migrating a course from the classroom to the World Wide Web. It proposes that there are four main learning modes in the classroom--traditional oral and visual (passive) presentation, student involvement in demonstration of the theory, student led practical exercises, and reference to written source notes or supplementary reference material--and that each of these can be successfully moved to a Web-based course. By way of illustration, this paper describes the "MPI On-Line" Web-based distance learning course developed at EPCC (Edinburgh Parallel Computing Centre, at the University of Edinburgh, Scotland). Students were provided with four different modes of access to the material in the MPI On-line course to correspond to each of the four identified learning modes: a multimedia slide show with animated slides and a spoken sound track; interactive demonstrations provided by browser applets to clarify the material presented in the slide show; student led exercises support by the EPIC (EPCC Interactive Courseware) environment; and supporting notes and reference material hyperlinked in to the rest of the material. When MPI On-line was run as a supported course for the first time in September 1997 it proved very successful and a great deal of positive feedback was received. (AEF)

ED 427 747 IR 019 298

Whittington, C. D.; Sclater, N.
A Virtual University Model.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Managed Instruction; Course Content; *Distance Education; Educational Technology; Foreign Countries; Higher Education; Information Management; *Instructional Design; Instructional Materials; Models; Nontraditional

ED 427 765 IR 019 420

Metze, Leroy; Hayes, Mike; Eakles, David; Murley, Tim
Integrating Technology into Teacher Preparation Programs.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Cooperative Programs; *Curriculum Development; *Educational Technology; Elementary Secondary Education; *Field Experience Programs; Higher Education; Internship Programs; *Partnerships in Education; *Preservice Teacher Education; Preservice Teachers; School Culture; School Districts; *Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- Technology Implementation; *Technology Integration; Western Kentucky University

During the spring of 1992, a partnership between Western Kentucky University, Jostens' Learning Corporation, and three school districts was formed for the purpose of developing an implementation model for the integration of technology into teacher education. Following integrated instruction on the university campus and the partnership schools, preservice teachers receive practical experience in elementary, middle, or secondary classroom. These living laboratories provide students in the teacher education program the opportunity to experience and work with instructional technology. The corporate partner provides software, hardware, and consultation to the university and partner schools; in return, they receive feedback about their products. The teacher education curriculum has been restructured so that every course includes components on the use of instructional technology, field placements, student teaching, and internships all use technology. Each of the school partners has reported that their students have benefited from the partnership. Also cited is the "culture" for success that has resulted from the university involvement in the partnership schools. This is reflected in the impact on student learning; a table presents increases in test scores. (AEF)

ED 427 766 IR 019 421

Stallworth, B. Joyce
Using Email To Extend Dialogue in an English Methods Course.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Mid-South Educational Research Association Conference (New Orleans, LA, November 4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; *Electronic Mail; English Instruction; English Teachers; Higher Education; Instructional Innovation; Preservice Teacher Education; Student Reaction; Student Teachers; *Teacher Education; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Technology Integration

This paper describes the use of email to extend dialogue in a secondary English methods course. The purpose of this email

ED 427 785 IR 057 290

Humes, Barbara
Building and Supporting Library Research: A National Focus. Proceedings from an Exploratory Workgroup Meeting (Washington, D.C., April, 1998).
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Federal Programs; *Futures (of Society); *Information Services; Information Technology; Intellectual Property; Libraries; *Library Development; Library Materials; *Library Research; *Library Role; National Organizations; *National Programs; Nonprint Media; Preservation; Printed Materials; Research Needs
IDENTIFIERS- Digital Technology

The United States Department of Education invited leading professionals who work in the library field in federal agencies, universities, associations, and foundations to a meeting in Washington, DC to explore the need for national focus on library research. Each participant suggested a research issue of particular concern to their organization and the challenges involved in supporting research on the topic. Next, the group reviewed past research related to libraries and explored several types of structures that promote quality research, including federally sponsored national research centers, multi-agency national research roundtables, and university-supported research centers. The meeting concluded with recommendations for further action. Five critical issues were revealed which were all linked by information technology: Participants raised questions about the quality of libraries and their future role, and impact on local communities, intellectual property rights and responsibilities, and the difficulties associated with the preservation of digital and printed materials. Each of these issues is discussed, as well as general library research issues. The suggestions for possible next steps and a list of meeting participants are also included. (AEF)

ED 427 786 IR 057 293

Arms, Caroline, Ed.
Enabling Access in Digital Libraries: A Report on a Workshop on Access Management.
PUB DATE- 99
NOTE- 45p.; "With Judith Keavans and Donald J. Waters."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Computer System Design; *Information Management; Information Retrieval; *Information Systems; Information Technology; Intellectual Property; Online Searching; *Research Libraries; Search Intermediaries; User Needs (Information); Workshops
IDENTIFIERS- *Digital Data; *Digital Technology

On April 6, 1998, the Digital Library Federation (DLF) and the National Science Foundation (NSF) sponsored a one-day workshop on ways to improve systems of managing access to digital information. The workshop was convened to provide input from research libraries with a focus on requirements for access

ED 427 805 JC 990 104

Graber, Jared S.; Kinser, Paul
The College Level Teaching Core: An Orientation and Training System for New Faculty.
PUB DATE- 99
NOTE- 7p.; Presentation for the Annual International Conference for Chairs, Deans, and Other Organizational Leaders (8th, Long Beach, CA, March 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Community Colleges; Educational Policy; Educational Technology; *Faculty Development; *Professional Training; Program Effectiveness; *Teacher Effectiveness; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

The College Level Teaching Core offered at Valencia Community College (Florida) has been developed as a planned orientation and training program for college faculty. Offered twice per academic year during the early part of both the fall and spring semesters, the majority of College Level Teaching Core participants are members of the college's adjunct faculty. The program includes four workshops: (1) Educational Policies and Issues, which provides a broad cultural and operational overview of the college; (2) Learning Theory, which reviews key concepts and research perspectives on student motivation and classroom effectiveness; (3) Testing and Instruction (Teacher Effectiveness), which provides a more direct approach to instructional planning, implementation, application and evaluation; and (4) Educational Technologies, which gives an extensive hands-on overview of learning resources support services and facilities. The content of each segment incorporates participant needs and interests derived from pre-workshop surveys. Combining key information, active learning techniques, and hands on demonstration, the College Level Teaching Core aims to enhance professional identity, improve communication, strengthen the faculty labor pool, and improve the overall quality of the educational program. The program has been in operation for approximately four years. Feedback is provided by a standard evaluation instrument employed to monitor the effectiveness of workshop design and presentation, and responses have improved consistently over this time frame with most scaled responses in the 5-4 range, with 5 signifying the most positive and 1 signifying the most negative evaluation. (AS)

ED 427 806 JC 990 107

Smartt-Gaither, JoAnn M.
Cerritos College Learning Communities: Exploring and Understanding Diverse Perspectives.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Faculty; Community Colleges; *Cooperative Learning; *Curriculum Development; Educational Technology; *Learning Strategies; *Supplementary

ED 427 824 JC 990 127

Case, Linda B.
Transfer Opportunity Program. Written Testimony to the Little Hoover Commission Public Hearing on Community Colleges.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Persistence; *Articulation (Education); College Faculty; *College Transfer Students; *Community Colleges; Educational Objectives; Higher Education; Outreach Programs; *Partnerships in Education
IDENTIFIERS- Los Rios Community College District CA; University of California Davis

This testimony describes existing efforts to promote community college student transfer from the Los Rios Community College District to the University of California (UC), Davis. Since the mid-1980's, UC Davis has participated in collaborative efforts with California community colleges to implement the following transfer-related services: (1) articulation through a Web-based Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) program; (2) transfer centers; (3) the Transfer Opportunity Program; (4) transfer admission agreements (TAAS); (5) Math, Engineering, Science Achievement (MESA)/California Community College Program (CCCP) for non-traditional students; (6) the Early Academic Outreach Program; and (7) counselor institutes. UC Davis proposes several more initiatives to continue promoting transfer: (1) faculty-to-faculty-articulation dialogues; (2) transfer student recruitment, Web-page campaign and degree navigator; (3) Early Academic Outreach Program/Transfer Opportunity Program Adviser; (4) UC Davis/UCOP-Fresno virtual advising collaboration; (5) expansion of the transfer opportunity program to the Santa Clara County region; and (6) expansion of the transfer admission agreement program. Appended are a memorandum on enhancing student transfer, a description of ASSIST software, the Transfer Opportunity Program mission statement, and the UC Davis Transfer Admissions Agreement. (AS)

ED 427 825 JC 990 128

Errico, Mary; Cama, Christine; Pastoriza-Maldonado, Alida
Dental Hygiene Program Clinic Manual, Fall 1997. Fourth Edition.
PUB DATE- 97
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Clinical Teaching (Health Professions); Community Colleges; *Dental Hygienists; Dentistry; Health Occupations; Medical Education; Professional Education; Program Design; Two Year Colleges
IDENTIFIERS- City University of New York Hostos Community Coll

This is the fourth edition of the Clinic Manual for the Dental Hygiene Program at Eugenio Maria de Hostos Community College in the Bronx (New York). It contains general information, grading procedures, performance guides, and clinical forms related to the program. Section 1 provides an introduction to clinic philosophy, policies, goals and objectives regarding services for individuals with disabilities, attendance, professionalism,

ED 427 844 PS 027 300

Gifted and Called To Raise Up Our Children: Worship, Educational, Community Outreach, and Advocacy Resources for Protestant, Catholic, Jewish, and Other Faith Traditions.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; William Penn Foundation, Philadelphia, PA.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Educators; Catholics; *Child Advocacy; Child Rearing; Child Welfare; Children; Christianity; *Church Programs; Cultural Activities; Jews; Judaism; Program Descriptions; Program Guides; Protestants; *Religion; Religious Education; Religious Holidays
IDENTIFIERS- Catholic Church; Jewish Culture; *National Observance of Childrens Sabbaths; *Worship Services

This resource guide was developed to promote the National Observance of Children's Sabbaths, a program of prayer, education, community service, and advocacy with and on behalf of children. The guide provides materials for planning, promoting, and implementing a Children's Sabbath specific to particular faith traditions and recounts the experiences of many congregations and local communities that have already been involved with the program. The guide includes: (1) planning and promotional suggestions; (2) services and liturgical resources for Catholic, Jewish, Protestant, and other faith traditions; (3) lesson plans and other educational resources and practical activity ideas for adults and children; and (4) suggestions for follow-up initiatives to maintain a commitment to children. Following a brief overview, section two of the guide presents messages and endorsements in support of the program. Section three, "Planning and Promoting Your Children's Sabbath," includes planning guides, media releases, and clip art. Section four, "Worship Resources," provides faith specific information for Christian, Jewish, and Interfaith programs, while section five, "Educational Resources for All Age Groups," provides specific lesson plans. Section six, "Children's Sabbath in Action," provides practical ideas for implementing and sustaining the program. Section seven, "Resources for Child Advocates," contains resource lists and evaluation forms. (SD)

ED 427 845 PS 027 325

Frost, Joe L.
Neuroscience, Play, and Child Development.
PUB DATE- 98
NOTE- 18p.; Paper presented at the IPA/USA Triennial National Conference (Longmont, CO, June 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Cognitive Development; Early Childhood Education; *Early Experience; Emotional Development; Language Acquisition; *Neuropsychology; *Play; Social

ED 427 863 PS 027 356

Mulholland, Lori; Heffernon, Rick; Shaw, Kathleen
Head Start Goes to School. Head Start--Public School Transition Project. 1992-1997 Final Evaluation Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Project Head Start. (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 103p.; For 1995-1996 Evaluation Report, see ED 420 430.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Child Development Centers; Child Health; Compensatory Education; Disadvantaged Youth; Early Childhood Education; Health Services; Low Income Groups; Mental Health; Parent Participation; *Preschool Children; Program Evaluation; *School Readiness; *Transitional Programs; Welfare Services
IDENTIFIERS- Arizona; Project Head Start

The Arizona Head Start-Public School Transition Project was one of 31 federally created programs designed to improve low-income children's transition from Head Start to public schools through the third grade, making earlier interventions, and promoting continuity with the participation of parents, teachers, and community members. The Transition concept has promoted four primary family-centered services: developmentally appropriate education, health provision, family development, and parent involvement. Two consecutive cohorts of children entering kindergarten at different years were studied, with outcomes for children in the Transition treatment condition compared to those for children in a comparison condition. Analyses were conducted of outcomes for children, families, system and policy. Overall findings at the 5-year completion of the project indicate that the Transition Project produced few cognitive, social, or emotional results for Transition children, nor did it produce significant differences between Transition and Comparison families. The Project did influence systemic changes in educational practices and collaborative relationships. Based on findings, recommendations for agency and public policy include the following: programs should focus on attainable goals; accountability for results should be the cornerstone of new program designs and evaluations; future Health and Human Services (HHS) research should focus on determining the long-term effects of the Head Start Program, not solely on new demonstration projects; and new programs should align their goals with Welfare-to-Work reforms. (Three appendices include a summary of data collection instruments, a comparison of school practices and services as of 1996, and a summary of results of longitudinal findings and analysis.) (JPB)

ED 427 864 PS 027 357

Sexton, David, Ed.
Focus on Infants and Toddlers (Ages 0-3): A Quarterly Newsletter for the Education Community, 1997-1998.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Augmentative and Alternative Communication; *Caregiver Child Relationship; Child Caregivers; Child

ED 427 882 PS 027 385

Peth-Pierce, Robin
The NICHD Study of Early Child Care.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Day Care; *Day Care Effects; Early Childhood Education; Family Characteristics; Infants; Longitudinal Studies; Low Income Groups; Minority Groups; Mothers; Parent Child Relationship; Predictor Variables; *Young Children
IDENTIFIERS- Day Care Quality; *National Institute Child Health Human Development

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care has enrolled more than 1,300 children and followed most of them through the first 7 years of their lives to determine how variations in child care are related to their development. This booklet describes the study and its findings. Findings are divided into four main categories. The first set of descriptive findings paints a picture of the care that children in the NICHD study are receiving. This includes a look at the "regulable" characteristics of care, such as the adult to child ratio, the patterns of care used during the first year of life, and child care for children in poverty. Other categories include the role of family for children in child care, child care and its relationship to children's development, and child care and children's relationship with their mothers. Within these categories are findings related to the extent to which child care experiences are associated with different developmental outcomes for low-income children compared to more affluent children, and for minority children compared to white non-Hispanic children. There are also comparisons of current and past child care experiences as predictors of children's performance or mother-child interaction. Main findings of the study include that in general, family characteristics and the quality of the mother's relationship with the child were stronger predictors of children's development than child care factors, but that some child care characteristics or experiences do contribute slightly but significantly to children's development. (EV)

ED 427 883 PS 027 387

Azer, Sheri; Hanrahan, Christina
Early Care and Education Career Development Initiatives in 1998.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; *Professional Development; *State Action; State Programs
IDENTIFIERS- Professionalization

The Center for Career Development in Early Care and Education at Wheelock College (Boston) works to improve the quality of early care and education for young children by creating access to a career and leadership development system for child care providers. The information in this packet is based on responses

ED 427 900 RC 021 773

Cornelius, Carol
Iroquois Corn in a Culture-Based Curriculum: A Framework for Respectfully Teaching about Cultures. SUNY Series, the Social Context of Education.
PUB DATE- 99
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Culture; Case Studies; Cultural Awareness; *Cultural Education; *Curriculum Development; Curriculum Problems; Educational Strategies; Elementary Secondary Education; *Iroquois (Tribe); *Multicultural Education; Social Studies; Stereotypes; Theory Practice Relationship
IDENTIFIERS- *Corn Culture; Curriculum Theories; Indigenous Knowledge Systems

This book offers a new culture-based framework that provides a way to research and develop curricula based on respect for diverse cultures. The Haudenosaunee (Iroquois) culture is used as an example to examine the reasons for prevailing stereotypes about American Indians and to explain how those stereotypes became the standard curriculum taught in America. Chapter 1 examines common stereotypes about American Indians (Noble Savages, Savage Savages, Living Fossils, Generic Indians) in academia, the media, and textbooks. Chapter 2 explores the academic theories behind stereotypes and provides insight on the creation of evolutionary theories and hierarchical scales that devalue indigenous cultures. Chapter 3 illustrates how such theories became the standard curriculum, which explains why diversity was not incorporated into textbooks. Chapter 4 presents the theories that support the culture-based curriculum framework, providing a new way to study diverse cultures and key elements for developing culture-based curriculum. Chapters 5 through 9 provide a case study in which a focus on corn is identified and utilized as a central theme to study the Haudenosaunee culture. The interaction of corn and culture is seen as structuring a world view and way of life, which provide the components for a holistic interdisciplinary framework for a culture-based curriculum. Teachers can use this conceptual model to develop a culturally sensitive curriculum on any culture. Appendixes give the text of the Thanksgiving Address, a thematic list and bibliography of Ernest Smith paintings, and interviews with a chief and a midwife on the cultural importance of corn. Contains references in chapter notes, a bibliography, figures, and maps. (SAS)

ED 427 901 RC 021 789

Mason, Nelson
Project Research on the Achievement of Aboriginal Students in Reserve Schools: A Success or Disappointment.
PUB DATE- 98
NOTE- 105p.; Master's Thesis, Brandon University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

ED 427 917 RC 021 814

Airini
What Is Good Teaching? Lessons from Maori Pedagogy.
PUB DATE- 98
NOTE- 33p.; Paper presented at the annual conference of the New Zealand Association for Research in Education (Dunedin, New Zealand, December, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biculturalism; Cultural Awareness; Culturally Relevant Education; Educational Attitudes; Educational Environment; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Holistic Approach; Humanistic Education; Indigenous Populations; *Maori (People); *Multicultural Education; *Teacher Effectiveness; *Teaching Methods; World Views
IDENTIFIERS- *Cultural Values; *New Zealand

A postcolonial analysis suggests the need for a new theory of education that supports a model of genuinely bicultural education in New Zealand. Ways in which mainstream education might be enhanced by Maori pedagogies are explored through interviews with a preservice primary school teacher of Maori descent. In the area of rules of practice, Maori views of good teaching, such as the belief that people come before paperwork and that the child's ahua (aura or presence) should be nourished, may involve encouraging rules of practice less familiar to mainstream educators, resisting rules of mainstream education, and looking holistically at the implications of poor rules of practice. Concerning practical principles, Maori pedagogy holds that a safe learning environment is fundamental to good teaching, and that in the discussion of a single principle, one should hear all principles. Maori images of good teaching include the use of culturally relevant values to ensure consistency in delivery and content; the belief that good teaching will confirm links across generations and learning contexts; and most significantly, the importance of the medium of teaching. This research indicates that a significant shift is needed in how good teaching is perceived in order to create a bicultural model of quality teaching and close the performance gap between Maori and non-Maori students. Contains 15 references. (TD)

ED 427 918 RC 021 815

Help! They Don't Speak English Starter Kit for Primary Teachers. A Resource Guide for Educators of Limited English Proficient Migrant Students, Grades Pre-K-6. Third Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 197p.; For second edition, see ED 347 024.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Cultural Awareness; *Educational Strategies; English (Second Language); Instructional Materials; *Limited English Speaking; Migrant Children; *Migrant Education; Parent Participation; Parent School Relationship; Primary Education; *Second Language

ED 427 935 RC 021 869

Hale, Rita
Cross-Program Analysis: Links and Commonalities among IASA Programs.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Federal Regulation; Program Administration; *Program Design
IDENTIFIERS- *Improving Americas Schools Act 1994; Program Requirements

This document was developed to assist school, administrative, and state department staff to better understand the links and commonalities of requirements across the title programs in the Elementary and Secondary Education Act (ESEA) as amended by the Improving America's Schools Act of 1994. Title I includes Part A, Basic Program; Part B, Even Start; Part C, Migratory Children; Part D, At-Risk Children and Youth; and Part E, Federal Evaluations, Demonstrations, and Transition Projects. The other titles in ESEA are Title II, Eisenhower Math and Science; Title III, Technology; Title IV, Safe and Drug-Free; Title V, Promoting Equity; Title VI, Innovative Programs; Title VII, Bilingual; Title VIII, Impact Aid; and Title IX, Indian Education. Nine categories were used for the cross-program analysis: accountability, information dissemination, instructional program, needs assessment, parent involvement, professional development, reporting, staff qualifications, and target groups. ESEA titles and their parts were examined for specific requirements in each of those categories and citations were made. The citation indicates the part of the title (if there is more than one part), the section number and name, and the subsection of the requirement. In most cases, the exact language of the regulation is used, except when there are large sections related to the citation. (SV)

ED 427 936 RC 021 870

Allensworth, Elaine M.; Rochin, Refugio I.
White Exodus, Latino Repopulation, and Community Well-Being: Trends in California's Rural Communities. Research Report No. 13.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Change; Community Relations; Educational Attainment; Ethnic Relations; Hispanic Americans; *Migration; Poverty; *Rural Population; *Socioeconomic Status; *Whites
IDENTIFIERS- *California; *Latinos

This paper examines both the out-migration of non-Hispanic Whites and the in-migration of Latinos in rural California, to better understand the relationship between ethnicity and the well-being of California's rural communities. Theoretical explanations for ethnic transformation and community well-being focus on agricultural and industrial restructuring, producing

ED 427 959 SE 062 236

Haslam, M. Bruce; Colopy, Kelly; Turnbull, Brenda J.; Anderson, Lee; Humphrey, Daniel C.; Marder, Camille; Shields, Patrick M.
Evaluation of the Dwight D. Eisenhower Mathematics and Science Regional Consortiums Program: First Interim Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Service Centers; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Mathematics Education; Program Evaluation; *Science Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The Dwight D. Eisenhower Mathematics and Science Regional Consortiums Program has provided approximately $15 million per year since 1992 to 10 regional organizations. The Consortia are carrying out a statutory charge to assist in the improvement of local instruction in mathematics and science. This report provides a description of the Regional Consortia's early operations as a first step in a study that will later offer more evaluative judgments. This first part of the evaluation sought to describe the federal formulation of the program's purpose, the early organization of the Consortia, and the work of the Consortia. The principal categories of activities of the Regional Consortia include professional development, support for state teams and regional networks, task-specific assistance, dissemination, purchasing materials and equipment, and networking among the Regional Consortia. This document presents the history of the Eisenhower Regional Mathematics and Science Education Consortiums Program, organizing the Regional Consortia, activities and services of the Regional Consortia, and concluding observations. (ASK)

ED 427 960 SE 062 246

Patrick, Carol; Claxton, Amy
Cognitive Strategies in Mental Rotation and Mathematical Word Problems.
PUB DATE- 98
NOTE- 11p.; Poster presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Elementary Secondary Education; *Mathematics Education; *Problem Solving; Sex Differences; *Spatial Ability; *Word Problems (Mathematics)

It has been hypothesized that differences in mathematical word problems are the result of differences in spatial skill. Why complex spatial abilities are needed for an individual to represent the relatively simple spatial relations in word problems is not clear. It is possible that a third variable, cognitive strategy preferences, may partially explain the relation between mental rotation and mathematical problem solving. In this study, cognitive strategy was not found to play a role in the relation between mental rotation and math word problem performance. Other variables that might mediate

ED 427 978 SE 062 288

Fanelli, Beverly H.; Tracy, Dyanne M.
Learning about Money: Effects of a Cognitively Appropriate Curriculum on Second-Grade Students and Teachers.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Curriculum Design; Grade 2; *Manipulative Materials; *Mathematics Instruction; Monetary Systems; Primary Education; Ratios (Mathematics)
IDENTIFIERS- *Barter

Young children often have difficulty with understanding money in a formal school setting, yet most mathematics textbooks are virtually identical in how they teach second graders about money and do not take into account the cognitive stages of children's development. This research examined the effectiveness of traditional and alternative classroom procedures for use with this topic. Four instruments, all specifically designed for this study, were used: (a) a pretest, (b) a posttest, (c) student posttest task interviews, and (d) written teacher questionnaires. Three second-grade classrooms from one suburban school district comprised a control, an experimental, and a no-treatment group. The control classroom used traditional textbook procedures. The experimental classroom used an alternative curriculum that included a lesson on bartering, instruction on the dollar, and lessons using proportional manipulatives to represent relative coin values. The no-treatment classroom received no formal instruction on money between the pretest and posttest. The experimental group scores revealed a significant difference over the control group scores. The results indicate that the experimental curriculum for money may offer some advantages for second-grade students. Teachers and curriculum writers should incorporate bartering, proportional manipulatives, and a variety of classroom activities to promote student understanding of money. Specific recommendations for teachers, curriculum developers, and parents are given. (Author)

ED 427 979 SE 062 303

Rule, Audrey C.
Symmetry Bingo.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Secondary Education; *Geometric Concepts; *Mathematics Activities; Mathematics Instruction; *Symmetry
IDENTIFIERS- *Bingo

This document describes a game that provides students with practice in recognizing the point symmetry of designs. It contains information on the objective of the game, game preparation, and rules for playing. Play cards are included (four to a page). (ASK)

ED 427 980 SE 062 304

ED 427 999 SO 029 461

McFee, June King
Cultural Diversity and the Structure and Practice of Art Education.
PUB DATE- 98
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Art Education; Community Attitudes; Cultural Context; *Cultural Differences; *Cultural Influences; Diversity (Student); Elementary Secondary Education; Multicultural Education; *Professional Development; *Social Change; *Theory Practice Relationship
IDENTIFIERS- Social Reality

This monograph presents a viewpoint of the nature of art education today. To provide more perspectives on past changes that help in grasping today's circumstances, the monograph offers lectures and papers that address the changing nature of the U.S. society, its cultures and sub-cultures as they affect students, the function of art in maintaining and supporting culture, and the content of art education theory and practice. In part 1, "Art Education and Cultural Diversity and Change 1965, 1980-1995," chapters are: (1) "Society, Art, and Education"; (2) "Cultural Influences on Aesthetic Experience"; (3) "Cross-Cultural Inquiry into the Social Meaning of Art: Implications for Art Education"; (4) "Cultural Diversity and Change: Implications for Art Education"; (5) "DBAE and Cultural Diversity: Some Perspectives from the Social Sciences"; (6) "Interdisciplinary and International Trends in Multicultural Art Education"; and (7) "Art in Society and Culture." In part 2, "Cultural Diversity and the Structure of Art Education," chapters are: (8) "Defining Art Education in the Eighties"; (9) "Art Education Progress: Through a Field of Dichotomies or through a Network of Mutual Support"; and (10) "Art and Community: History of the Institute for Community Art Studies." In part 3, "Cultural Influences on Professional Development," chapters are: (11) "Society and Identity: A Personal Perspective"; and (12) "Cultural, Environmental, and Individual Influences on Professional Development." Contains a selected bibliography. (BT)

ED 428 000 SO 029 463

Fuhr, Christoph
The German Education System since 1945: Outlines and Problems.
PUB DATE- 97
NOTE- 335p.; Translated by Vera Heidingsfeld and Timothy Nevill; also available in a German edition.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Educational History; *Educational Policy; Educational Practices; *Educational Research; Elementary Secondary Education; *Foreign Countries; Higher Education; National Surveys; School Surveys; Teacher Education
IDENTIFIERS- East Germany; *Educational Issues; *Germany; West Germany

This book outlines the diversity of the German federal education system. The introduction presents a preliminary survey of the history of German education since 1945. Reference is made to

ED 428 020 SO 029 942

Zirkle, Janet E.
The Effects of Teacher Certification on Student Achievement of Music Instruction Goals and Objectives.
PUB DATE- 98
NOTE- 58p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; Comparative Analysis; Elementary Education; Grade 2; Grade 4; *Instructional Effectiveness; *Music Education; Pretests Posttests; *Teacher Certification; *Teacher Role
IDENTIFIERS- *Curriculum Specialists; Harrison County Schools WV; T Test

This study focused on the extent to which teacher certifications influence student achievement in the elementary music curriculum. It examined the roles of music specialists, classroom teachers, and visiting artists in the instruction of elementary school music, hypothesizing that students taught by a music specialist will attain higher achievement levels on their selected instructional goals and objectives than those who are taught by the regularly certified classroom teacher. It further hypothesized that the difference in achievement levels will be greater at fourth grade level than at second grade level. The study sample came from grades 2 and 4 at two north central West Virginia elementary schools--34 students from one school (Watson) and 29 students from the other school (Lumberport). Pretests and posttests accompanying the Silver Burdette Music series were administered. In the 12 weeks following the pretest, the classroom teachers at Lumberport and the specialist at Watson continued with their normal methods of music instruction; posttests were administered after this period. No significant differences were found in the second grade pretests, but the Watson second grade class scored significantly higher than the Lumberport second graders on the posttests. The Watson fourth graders scored significantly higher on the pretests, and a wider advantage was found for Watson students at the posttest level. Findings support music specialist instruction for a comprehensive music curriculum. Includes t-tests. Contains 44 references. Sample posttests are appended. (BT)

ED 428 021 SO 029 952

Friedman, Victor A.
Educational Language Rights and Romani Participation in Macedonian Education.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Context; Diachronic Linguistics; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Minorities; *Language of Instruction; *Language Role; Social Studies; Teacher Education
IDENTIFIERS- Educational Rights; *Macedonia; Political History; *Roma; Romany; Yugoslavia

In the complex ethnic mosaic of Macedonia, the Romani people (Roms) have maintained their separateness while at the same

ED 428 039 SP 038 321

Monts, Dana R.
Student Teachers and Legal Issues.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Legislation; Educational Malpractice; Elementary Secondary Education; Higher Education; *Legal Problems; Legal Responsibility; Preservice Teacher Education; *School Law; *Student Teachers

In most cases, a student teacher's actions are subject to the same laws as are the teacher's actions. Numerous laws are enacted each year that affect teachers and their classrooms. Teachers and teacher educators must be kept informed of the legal consequences of their actions or inaction. Researchers sent a survey to area superintendents, principals, and other administrative officials to gain knowledge of which laws they believed were vitally important for student teachers to know. The survey listed 16 laws for the respondents to rate in order of importance. Results from surveys of 15 respondents indicated that 90 percent considered corporal punishment and discipline the most important issue that student teachers needed to know about. The five other issues rated as most important included first aid and medication, the rights of children with disabilities, physical contact, negligence, and time spent alone. Four issues that were rated as important were permission slips, the Family Educational Rights and Privacy Act, child abuse, and liability insurance. Two issues rated as most important and important were search and seizure and due process. The four issues rated as not so important were copyright laws, freedom from discrimination (teachers), academic freedom (teachers and students), and self-defense (teachers). (SM)

ED 428 040 SP 038 322

Hahs, Debbie L.
Creating "Good" Graduate Students: A Model for Success.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Graduate Students; Graduate Study; *Graduation; Higher Education; *Student Attitudes; *Student Needs

This study analyzed what graduate student assistants believed they needed to persevere and graduate. Most participants were graduate students serving assistantships at the University of Alabama in 1998. The Graduate Student Services Survey was mailed to 1,150 students, and 144 responded. The survey collected information on demographics, employment status, time spent on campus, involvement in the Graduate Student Association, interest in resources for graduate students,

ED 428 058 SP 038 342

Schnorr, Donna; Painter, Diane D.
Partnering the University Field Experience Research Model with Action Research.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Faculty; College School Cooperation; Computer Assisted Instruction; Cooperative Learning; Educational Research; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; English (Second Language); Grade 4; Graduate Study; Higher Education; Intermediate Grades; Language Minorities; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Behavior; *Teacher Collaboration; *Teacher Researchers; *Teamwork
IDENTIFIERS- George Mason University VA

This paper presents a collaborative action research partnership model that involved participation by graduate school of education preservice students, school and university teachers, and administrators. An elementary teacher-research group investigated what would happen when fourth graders worked in teams to research and produce a multimedia presentation. The project examined how students would exhibit team roles (idea person, architect/designer, explorer/tinkerer, builder, information organizer, or lost soul). University students entered the classroom periodically to observe student partner groups completing various project tasks. They acted as observers and evaluators, taking notes on interactions. An attitudes survey examined pupils' attitudes about the project. Most of the fourth graders fell into two or more role categories: builder (80 percent) and information organizer (72 percent). About half exhibited architect/designer roles. When students needed to decide who had control of the computer, they demonstrated one of three turn-taking behaviors. There was no relationship between students' attitudes toward paired work and project achievement. Most students had positive feelings about teamwork. A field experience research model at one graduate school of education formed partnerships between a high school and university to improve teachers' ability to work effectively with language minority students. Graduate preservice teachers worked collaboratively with inservice teachers on projects representing their professional interests, allowing preservice teachers to be active participants in the schools. This paper lists benefits of such partnerships to those involved. (SM)

ED 428 059 SP 038 344

Toth, F. D.; Good, J. W.; DuCharme, A.; Dixey, B.
Educational Leadership Preparation for School Improvement.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 428 077 TM 029 477

Roberts, J. Kyle
Canonical Redundancy (Rd) Coefficients: They Should (Almost Never) Be Computed and Interpreted.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Effect Size; Heuristics; *Multivariate Analysis
IDENTIFIERS- *Redundancy Analysis; Statistical Package for the Social Sciences

According to some researchers canonical correlation results should be interpreted in part by consulting redundancy coefficients (Rd). This paper, however, makes the case that Rd coefficients generally should not be interpreted. Rd coefficients are not multivariate. Furthermore, it makes little sense to interpret coefficients not optimized as part of an analysis. A small heuristic data set using the Statistical Package for the Social Sciences is used to illustrate Rd. If the researcher's primary interest is to explore relationships between synthetic variable sets, then canonical correlation analysis should be used, and the interpretation should focus on the multivariate variance-accounted-for effect size, the standardized function coefficients, and the structure coefficients. (Contains 3 tables and 32 references.) (Author/SLD)

ED 428 078 TM 029 478

Henson, Robin K.
Understanding the One-Parameter Rasch Model of Item Response Theory.
PUB DATE- 99
NOTE- 51p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Difficulty Level; *Item Response Theory; Probability; *Test Items
IDENTIFIERS- Calibration; *One Parameter Model; *Rasch Model

Basic issues in understanding Item Response Theory (IRT), or Latent Trait Theory, measurement models are discussed. These theories have gained popularity because of their promise to provide greater precision and control in measurement involving both achievement and attitude instruments. IRT models implement probabilistic techniques that yield statistics to help describe the interplay between the testing item and the respondent in terms of the unobservable latent traits that cause a given response to an item. The one-parameter IRT model, often referred to as the Rasch model, is illustrated using heuristic data. In IRT examinee ability and item difficulty estimates can be obtained that are theoretically independent of each other;

administrators (such as contract and tort matters for staff and students), the erosion of the legislative and judicial deference given to academic decision making, and the role of institutional counsel and academic deans and chairs. It also discusses issues faced daily by academic administrators, such as employment contracts; decisions about hiring and promoting faculty and staff; due process in disciplining students; nondiscriminatory admissions decisions, especially in the emerging area of disability; confidentiality of student records; and negligence-based institutional liability involving students. (DB)

ED 427 628 HE 031 883

Toma, J. Douglas; Palm, Richard L.
The Academic Administrator and the Law: What Every Dean and Department Chair Needs To Know. ASHE-ERIC Higher Education Report, Vol. 26, No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 186p.; For a digest of this report, see HE 031 882.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; *College Administration; College Admission; *Compliance (Legal); Deans; Decision Making; Department Heads; Disabilities; *Educational Administration; Faculty College Relationship; Higher Education; Legal Responsibility; Student College Relationship

This report examines the role of the college dean or department head in relation to legal issues in higher education. The first section offers principles of the law, the courts, and counsel. It addresses types of legal issues, internal and external sources of the law, deference to academic and behavioral decisions, the distinction between public and private institutions, the attorney-client relationship, pretrial and trial procedures, and individual or institutional liability. Section 2 covers the employment relationship with faculty and staff. It discusses foundations of the relationship between employer and employee, hiring and promotion decisions (equal protection and due process), conduct and misconduct on the job, and dismissal and retirement of faculty and staff. Student issues in the academic setting is the focus of section 3, which examines contract, consumerism, and citizenship; misconduct and discipline; admissions and access; students' records; expression, organizations, and publications; and institutional liability. The final section is about regulation and oversight in the school and department. Specifically addressed are copyrights, trademarks, and patent law; openness and disclosure; family and medical leave; research and teaching; taxation and fundraising; and accreditation. (Contains approximately 375 references.) (DB)

ED 427 629 HE 031 884

Altbach, Philip G., Ed.; Berdhal, Robert O., Ed.; Gumport, Patricia J., Ed.
American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges.
PUB DATE- 99
NOTE- 484p.
LANGUAGE- English

California at Berkeley, and the University of Michigan in the United States. Chapter 1 explains the study's purpose and methodology. Chapter 2 describes in some detail the model used in each of the three nations. Chapter 3 provides a comparative analysis of the models in terms of graduate program organization, budgetary provisions, prevalent educational philosophy, curricular and core course requirements, graduation requirements, approaches to pedagogy, and teaching methods. Recent and current major challenges and factors responsible for excellence in political science at each institution are addressed in chapter 4. Chapter 5 provides conclusions and inferences. Chapter 6 offers two proposals: one for an optimal master's degree program and the other an optimal doctoral degree program in political science in an American university of medium size. The interview schedule is appended. (Contains 63 references.) (DB)

ED 427 649 IR 019 168

Maurer, Hermann, Ed.
WebNet 96 Conference Proceedings (San Francisco, California, October 15-19, 1996).
PUB DATE- 96
NOTE- 930p.; For selected individual papers, see IR 019 169-198. Many figures and tables are illegible.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Authoring Aids (Programming); Computer Science; Computer Software; Courseware; Databases; Distance Education; Educational Media; Educational Strategies; *Educational Technology; Electronic Libraries; Elementary Secondary Education; *Hypermedia; Information Technology; Instructional Design; Multimedia Materials; Postsecondary Education; *World Wide Web
IDENTIFIERS- Electronic Commerce; Software Tools; Virtual Classrooms; *Web Sites

This proceedings contains 80 full papers, 12 posters/demonstrations, 108 short papers, one panel, and one tutorial, all focusing on World Wide Web applications. Topics include: designing hypertext navigation tools; Web site design; distance education via the Web; instructional design; the world-wide market and censorship on the Web; customer support via the Web; VRML; tracking Web users; developing adaptive electronic textbooks on the Web; developing secure Web accessible databases; automating hypermedia course creation and maintenance; innovative resources for educational and public information; interactive justice trough the Web; 3D visualization of Web semantic content for browsing and query formation; Web authoring tools; the impact of the Web on education; multilingual font service; networked learning environments; Web conceptual space; the impact of Web publication on a child writer's development; concurrent manufacturing on the Web; browsing; virtual office hours; designing digital libraries for post-literate patrons; electronic commerce; a distance education how-to manual; media, multimedia, and language learning; managing the virtual classroom; a course in multimedia technology for non-computer science majors; full-text retrieval; collaborative learning/teaching on the Web: the web as a teaching tool; computer mediated communication; active messaging in Java; an electronic shopping agent; helping teachers use anti-virus Web sites; teaching personally sensitive material over the Internet; global distance learning and the transformation of side and a multimedia viewer on the client side. The viewer control system is designed to achieve both educationally effective multimedia presentation and quick system response time even over a low speed network. As an application of the viewer control mechanism, an interactive simulation environment is implemented. This environment lets the student interact with a simulated target system presented by the multimedia viewer under the control of a state transition machine (STM) running on the CALAT server. These new features make it possible to build an interactive ITS environment available over the network with powerful and effective data presentation capability. The paper highlights design and implementation of the viewer control mechanism and interactive simulation. Three figures present the viewer control mechanism, the pipeline data transfer, and an example of the interactive simulation. (Author/DLS)

ED 427 669   IR 019 188

Nurnberg, Peter J.; Schneider, Erich R.; Leggett, John J.
Designing Digital Libraries for Post-Literate Patrons.
PUB DATE- 96
NOTE- 11p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Botany; *Classification; *Electronic Libraries; Higher Education; *Hypermedia; *Information Systems; Interdisciplinary Approach; *Literacy; Secondary Education
IDENTIFIERS- Computer Operating Systems; Information Science Research; *Orality

This paper examines two fields that contribute to research on digital libraries--information systems and orality-literary studies--and applies them to a particular digital library domain, botanical taxonomic work. Topics discussed include: (1) an introduction to HOSS (i.e., a computationally-oriented hypermedia system) architecture, including the hyperbase layer, structure processing layer, metadata manager layer, application layer, and other tools; (2) an introduction to orality, literacy, and hyperliteracy; (3) botanical taxonomic scholarship; (4) information systems technology applications, including single/multiple taxonomies, ownership of taxonomies, and definition of taxonomies; and (5) hyperliterate work practices, including single/multiple taxonomies, ownership of taxonomies, and definition of taxonomies. A table presents examples of differences between orality and literacy. Contains 19 references. (Author/DLS)

ED 427 670   IR 019 189

Papaspyrou, Nikolaos; Koutoumanos, Anastasios; Maurer, Hermann; Skordalakis, Emmanuel
An Ongoing Experiment in ODL Using New Technologies.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 96
NOTE- 8p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Figures contain some illegible print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

of cognitive psychology, over the World Wide Web. ACT-R Bookshelf is a collection of electronic books on various aspects of ACT-R. The primary role of ACT-R Bookshelf is to serve as a 24-hour information resource for Carnegie Mellon University (Pennsylvania) on-campus students taking a specific course; however, the system can be used as a resource for distance learning of ACT-R, as well as an information resource for the international community of cognitive scientists and ACT-R researchers. The books on ACT-R Bookshelf are authored and served on the Web with the InterBook system. This paper discusses concept-based knowledge representation behind adaptive electronic textbooks on the bookshelf, describes the main functionality of the system, provides some evaluation data, and speculates about prospects for ACT-R Bookshelf as an integrated resource on the Web. Two figures present a section of ACT-R course material, one with a quiz and the other with a glossary window. (Author/AEF)

ED 427 689 IR 019 240

Budzik, Jay; Hammond, Kristian; Marlow, Cameron; Scheinkman, Andrei
Anticipating Information Needs: Everyday Applications as Interfaces to Internet Information Resources.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computer Interfaces; *Computer System Design; *Information Management; *Information Retrieval; *Information Systems; Man Machine Systems; Relevance (Information Retrieval); *User Needs (Information); World Wide Web
IDENTIFIERS- Filters; Prototypes; *Query Processing; Ranking; Search Engines

This paper outlines work on a class of systems called Personal Information Management Assistants (PIMAs). PIMAs observe user interaction with everyday applications and use these observations to anticipate a user's information needs. They then automatically fulfill these needs by accessing Internet information sources, filtering the results, and presenting them to the user. They allow everyday applications to serve as interfaces for traditional information retrieval systems (e.g., Internet search engines). The paper presents preliminary work on an architecture for this class of systems and progress in implementing such a system, including finding relevant pages (i.e., query construction and information filtering) and exploiting structural clues. Preliminary results and directions for future work are also discussed. Two tables present output of a query generated from a page on Java standardization and results of clustering responses; three figures show the PIMA architecture and examples of displays suggesting relevant World Wide Web pages and images. (Author/AEF)

ED 427 690 IR 019 241

Choren, Ricardo; Blois, Marcelo; Fuks, Hugo
QUEST: An Assessment Tool for Web-Based Learning.
PUB DATE- 98

Current predictions suggest that these could become very significant ways of learning and working in the future. The contention of this paper is that distance learning will continue its early adoption of many of the existing techniques and technologies used for teleworking. It therefore starts by describing an investigation into the working environment of teleworking, examining the currently debated issues associated with it, and laying out the potential advantages and drawbacks. Views solicited from workers currently operating within a teleworking regime in a large United Kingdom organization are presented. A small-scale experimental study of the psychological and sociological effects associated with teleworking is then described, and the results discussed. Finally, the implications for tele-education are considered. (Author)

ED 427 708 IR 019 259

Hussam, Ali; Ford, Brian; Ludwig, Gail; Prewitt, Mike; Anderson, Terry
Semantic Highlighting on the WWW: Educational Implications.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Computer Uses in Education; *Electronic Text; Error Patterns; Higher Education; *Information Retrieval; Information Seeking; *Relevance (Information Retrieval); Search Strategies; *Semantics; User Needs (Information); *World Wide Web
IDENTIFIERS- *Highlighting (Text); HTML; Search Engines; University of Missouri Columbia

The main method of locating information on the World Wide Web is to use a search engine. Given a set of terms, a search engine will return a list of documents containing those terms. Often, though, this list of documents is extremely large. Unfortunately, there are currently no tools to assist the information seeker in determining whether these documents contain desired information or just submitted terms. Two types of search engine errors are possible: false positive errors result from the many connotations which words may convey, and false negative errors result from the many wordings that express similar meanings. To solve these difficulties, a technique called Semantic Highlighting was developed that focuses on meaning rather than terms. This technique enables experts and instructors to highlight the most pertinent portions of documents in a hierarchical manner, allowing students, colleagues, and other users to search more efficiently. It also allows for instructors and experts to assess and communicate directly their assessment of the importance of elements within the documents. Two examples of using Semantic Highlighting as a teaching tool at the University of Missouri-Columbia are included. Five figures present screens of the Semantic Highlighting enhanced search engine output, document visualization, and highlighted documents. (Author/AEF)

ED 427 709 IR 019 260

IDENTIFIERS- *Adaptive Instructional Systems; Course Development; Germany; *Learning Environments

This paper describes the architecture and discusses implementation issues of a scalable Internet-based teaching and learning system (SKILL) being developed at the University of Essen (Germany). The primary objective of SKILL is to cope with the different knowledge levels and learning preferences of the students, providing them with a collaborative and adaptive learning environment utilizing new World Wide Web technologies. Basic components of SKILL are course material based on concepts organized in an ordinal rating derived from pre-requirements, an annotation facility suited for collaboration work, and a configuration environment for tailoring the system. Topics discussed include: (1) SKILL functionality, including adaptivity/progress control and collaborativity through annotations and course extensions; (2) components, including security, document management, and tutoring components; (3) implementation issues; and (4) related work. A figure presents course refinement levels. Contains 13 references. (Author/AEF)

ED 427 727 IR 019 278

Newmarch, Jan
An Investigation into the Effect of Hypertext Structure on Student Use of Courseware.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figure 4 may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Science Education; Costs; Course Content; *Courseware; Foreign Countries; Higher Education; *Hypermedia; *Material Development; Measurement Techniques; Navigation (Information Systems); Student Reaction; Use Studies; World Wide Web
IDENTIFIERS- Computer Operating Systems; Links (Indexing); University of Canberra (Australia); Web Pages

The University of Canberra (Australia) has made courseware on the subject of computer operating systems available on the World Wide Web for a number of years, using a very simple hypertext format. Server logs have previously been analyzed to determine the amount of student usage. This paper reports on a restructuring of the courseware designed to produce increased use by means of a more sophisticated hypertext structure. The time costs in this restructuring, as well as the failure to increase usage, are reported. This has particular implications for educational institutions attempting to persuade instructors to place courseware on the Web. Five figures present the simple course structure, fine course structure, flexible course structure, monthly usage of old and new pages, and alternative routes through the courseware. (Author/AEF)

ED 427 728 IR 019 279

Parker, Drew; Rossner-Merrill, Vivian
Socialization of Distance Education: The Web as Enabler.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English

Education
IDENTIFIERS- *Virtual Classrooms; *Virtual Universities

In developing any Virtual University it is important to clarify the differences between organizational structure, technical infrastructure, and content. This paper introduces a model for virtual universities that consists of three layers. The organizational layer defines the structure of the organization and addresses issues such as copyright and quality assurance. The infrastructure layer is concerned with the underlying technology necessary for the delivery of courses and assessments over a virtual university. The content layer defines the format of the learning materials themselves. Each layer of the model has associated with it a number of issues. Virtual Universities must address all of these issues if they are to prove effective. Other issues will emerge in each of the three layers as Virtual Universities develop. (AEF)

ED 427 748 IR 019 299

Wills, Deborah
Making Sense of the World Wide Web: The Application of Library Practice.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Literacy; Foreign Countries; Information Literacy; *Information Management; Information Retrieval; Information Scientists; *Information Seeking; Information Sources; Librarians; *Library Role; Library Services; Programming Languages; Researchers; Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- Electronic Resources

The nature of the World Wide Web poses considerable challenges for the scholar or student who wishes to identify and locate Web resources of use to research. In contrast to the Web, the traditional library can be seen as a well-defined and organized physical space. An awareness of the successes, challenges and on-going projects involving library practice can help the non-librarian wishing to make sense of the Web for various purposes. The creator of Web resources may consider standards for metadata such as those developed by the Dublin Core. Web researchers may work cooperatively with librarians who have a long history of managing information resources. While the Web poses particular challenges to users and researchers at all levels, the basic principals of selection, organization, and access, as defined by library practice, continue to prove their relevance and adaptability. This paper focuses on some ways in which traditional library practice provides a methodology for approaching the Web, ranging from methods for organizing and accessing pre-existing resources to methods for enhancing resources at the point of creation. Contains 17 references. (Author/AEF)

ED 427 749 IR 019 300

Wu, Albert; Tam, Lincoln
An Architecture for Dynamic Courseware Working on the Web.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet

project was to provide opportunities for students to reflect on and respond individually to issues discussed in the methods classes and their own teaching during the clinical experiences and to provide individual guidance to the pre-service teachers. Although the email messages began as responses to issues the professor framed, as the semester progressed, students' responses became more reflective, and they exhibited growing competence and confidence as they became comfortable teaching and discussing their teaching. The dialogue forced them to think more critically about curriculum and teaching. They understood how to improve without a university supervisor telling them what they did or did not do well. In general, students responded positively to the required dialogue. In addition to outlining the project, this paper presents student responses, discusses using young adult literature in the high school English classroom, and concludes with future plans. (AEF)

ED 427 767 IR 019 422

Gifford, Lorna J.
Graduate Students' Perceptions of Time Spent in Taking a Course by Internet versus Taking a Course in a Regular Classroom.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Mid-South Educational Research Association Conference (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Managed Instruction; *Computer Mediated Communication; Conventional Instruction; *Distance Education; Electronic Mail; Graduate Students; Graduate Study; Higher Education; *Internet; Learner Controlled Instruction; Nontraditional Education; *Student Attitudes; Student Motivation; *Student Reaction

The purpose of this study was to determine the perceptions of graduate students regarding the time spent in taking a course via the Internet compared to taking a class in the "regular" classroom. Graduate students completed a course in research on curriculum and instruction taught entirely via a Web-based program and email. Students would read articles and post their responses to given questions each week; they would read and post comments to assigned group members. Results indicated that the majority of students felt that more time was spent on the Internet-based class than in the regular classroom. They also indicated that self-discipline and self-motivation were necessary to complete a course via the Internet. These findings indicate that course content and delivery systems need to be evaluated to determine a more equitable way of delivering courses through distance learning. (Author/AEF)

ED 427 768 IR 019 423

Mashhadi, Azam; Deng, Zongyi; Chen, Ai Yen
Changing Faces of Distance Learning in Higher Education.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Malaysian Educational Research Association (MERA) Conference (1st, Penang, Malaysia, April 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

management systems that can be designed and deployed in today's technical, legal, and economic environment. Participants identified these five key properties for the design and adoption of systems that enable access for users while respecting the rights and interests of authors and publishers: (1) simplicity; (2) privacy; (3) good faith; (4) trusted intermediaries; and (5) reasonable terms. Participants also recommended research and project evaluation in two key areas: system usability and economic models. Although the conclusions reached at this workshop relate specifically to the problems of managing access to the cultural record in digital form for research and teaching purposes, they apply to other realms as well, including business, medicine, insurance, credit card transactions, and logfiles from Web browsers, all of which involve more sensitive information. This report describes the opening statements and invited presentations of the workshop, and summarizes the workshop discussions under three thematic headings: technical assumptions, issues affecting user acceptance, and points that address specific questions posed. Unanticipated issues that do not fit these categories are also described. Appendices list participants, suggested readings, and definitions, and provide an update on related legislative activity. (AEF)

ED 427 787 IR 057 294

Smith, Abby
Why Digitize?
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Costs; Information Management; Information Services; *Information Storage; Information Technology; Library Materials; Library Technical Processes; Nonprint Media; *Preservation
IDENTIFIERS- Council on Library Resources; *Digital Imagery; Digital Information Services; Digital Technology; *Digitizing

This paper is a response to discussions of digitization at meetings of the National Humanities Alliance (NHA). NHA asked the Council on Library and Information Resources (CLIR) to evaluate the experiences of cultural institutions with digitization projects to date and to summarize what has been learned about the advantages and disadvantages of digitizing culturally significant materials. Findings revealed that digitization often raises expectations of benefits, cost reductions, and efficiencies that can be illusory and, if not viewed realistically, have the potential to put at risk the collections and services libraries have provided for decades. One such false expectation--that digital conversion has already or will shortly replace microfilming as the preferred medium for preservation reformatting--could result in irreversible losses of information. This paper defines digital information; identifies weaknesses of digitization as a preservation treatment; discusses the benefits and drawbacks of digital technology for access; and highlights issues institutions must consider in contemplating a digital conversion project. (AEF)

ED 427 788 IR 057 295

Baule, Steven M.
Facilities Planning for School Library Media and Technology Centers. Professional Growth Series.

Education; Teacher Effectiveness; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- Cerritos College CA; *Learning Communities

In 1995 Cerritos College (California) introduced a learning community model that combines curriculum development, classroom technology, and cultural awareness sensitivity in order to strengthen student academic success. This model is different from interdisciplinary projects and blended curriculum in that the design not only focused only on student academic impact via faculty-to-student interaction, but it also creates a strong premise for student-to-student and faculty-to-faculty interaction. Each year the learning community clusters highlight a featured theme for enhancing student skills: college readiness, communication, critical thinking, teamwork, and, for 1999-2000, multimedia technology. In examining student responses to questions designed to assess content, delivery, and feedback, the majority of students surveyed perceived the learning community format as beneficial for understanding and retaining content. Student performance was enhanced by immediate feedback. Respondents found course material easier to learn when presented in a practical context in a number of different ways. This report also includes discussions on the cooperative learning environment and instructional delivery methods. (AS)

ED 427 807 JC 990 108

Doud, Robert E.
Jim and Dave: A Dialogue.
PUB DATE- 99
NOTE- 8p.; "The ideas and opinions in this dialogue belong solely to the author and are in no way imputed to the real Jim and Dave."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aging in Academia; College Curriculum; *College Faculty; *Community Colleges; *Educational History; Fiction; *History Instruction; *Humanities Instruction; *Teacher Retirement; Teacher Student Relationship; Tenure; Two Year Colleges
IDENTIFIERS- *Pasadena City College CA

This is a fictional dialogue intended to honor Jim Kingman and David Leary, both professors of history who retired after long careers at Pasadena City College in California (PCC). The dialogue hypothesizes the observations of both men as they look on the honorary gold plates of previous retirees that decorate the wall of a PCC public dining hall. The men discuss sentiments about having their own names added to the wall and philosophize about educational policy, institutions, traditions, the history department, teacher-student relationships, and community college education. The two marvel at the generations of students who will continue to pass through the halls of an institution where both men have contributed years of hard work. Of particular interest in the paper is a debate on the different approaches to teaching and studying history, and the role each has in ascertaining the truth about human nature. Jim is the voice of subjectivity, advocating the importance of art, poetry, literature, and individual perceptions in the college curriculum, while Dave takes a more disinterested approach, and is a bit more skeptical. Together they remember their colleagues, common experiences, and the many facets of scholarly life. (AS) supplies, sequence of procedures, student and instructor conduct, emergencies, and Spanish language guides. Section 2 reviews grading criteria for the following procedures: (1) medical/dental history; (2) vital signs; (3) extra/intra oral examination/occlusion; (4) hard tissue charting; (5) periodontal charting; (6) gingival assessment; (7) nutritional counseling; (8) patient education; (9) scaling and/or polishing; (10) laceration; (11) treatment plan; (12) pit and fissure sealants; (13) phase-contrast microscopy; (14) radiographic evaluation; (15) topical fluoride application; and (16) patient hygiene performance. Section 3 guides the performance of various clinical procedures, including scheduling, records, medical clearance, vital signs, special medical conditions, oral examination, classification, use of equipment, and patient education. The final section includes clinic forms for patients regarding their assessment, records, medical history update, clearance, requests, evaluations, education, release, treatment plans, and referrals. (AS)

ED 427 826 JC 990 129

Kabat, Ellen J.; Friedel, Janice Nahra; Senew, Mike
Partnering To Build a Quality Workforce: Critical Issues in Environmental Technology Education at Two-Year Colleges. A Report of the National Forum on Critical Issues in Environmental Technology Education at Two-Year Colleges (Washington, D.C., March 2-4, 1995).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Colleges; Curriculum Development; *Environmental Education; Environmental Technicians; *Job Skills; *Partnerships in Education; Program Implementation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- National Science Foundation

The National Forum on Critical Issues in Environmental Technology Education at Two-Year Colleges addressed critical issues relevant to environmental technology education in the United States. Forty-three participants from across the country who attended the 1995 Forum represented business and industry, two-year colleges, four-year colleges and universities, secondary schools, professional societies and federal agencies with an interest in the education of environmental technicians. This publication reports on the Forum's activities and identifies critical issues in environmental technology programs. It aims to assist academia, industry, and government in implementing a number of recommendations, which include: (1) creating clear definitions of terms; (2) respecting environmental technicians as professionals; (3) developing a national strategy for marketing environmental technology programs; (4) standardizing competencies in environmental technology programs; (5) stressing critical thinking in students via application of skills to real-life situations; (6) facilitating communication; (7) integrating environmental issues into all educational levels; and (8) establishing alliances. More detailed recommendations fall under the topics of professionalism, curriculum and program development, environmental equity and human resources, employment needs, and transferability of credits. (AS)

ED 427 827 JC 990 130

Development

This paper presents a brief overview of the array of neuroscience research as it applies to play and child development. The paper discusses research showing the importance of play for brain growth and child development, and recommends that families, schools and other social and corporate institutions rearrange their attitudes and priorities about play, recess, physical education, music, games, art, and personal interactions between caregivers and children. Also discussed are connections between brain development and play in early childhood; the role of play in cognitive, language, social, emotional, and physical development, and bridging the gap between neuroscience and educational practice. The paper lists 15 implications of brain research for education and child development, including recommendations for parents and teachers. (Contains 42 references.) (JPB)

ED 427 846 PS 027 330

Kids Count in Missouri 1998 Data Book.

SPONS. AGENCY- Good Shepherd Neighborhood House, Philadelphia, PA.; Children's Trust Fund, Jefferson City, MO.
PUB DATE- 98
NOTE- 337p.; For 1997 report, see ED 416 020.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Acquired Immune Deficiency Syndrome; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Lead Poisoning; Lunch Programs; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Missouri

This Kids Count data book examines statewide trends in the well-being of Missouri's children. The statistical portrait is based on outcome measures of general areas of children's well being: (1) students free/reduced price lunch program; (2) births to mothers without high school diplomas; (3) low birthweight infants; (4) infant mortality; (5) child deaths; (6) lead poisoning; (7) child abuse; (8) out-of-home placements; (9) high school dropout rates; (10) births to teens; and (11) teen violent deaths. Following a brief profile of the state and of minority populations, the second section of the report provides information on the state as a whole by outcome measures. The third section provides information on Missouri's youth risk behavior in areas such as safety, weapons use, substance abuse, mental health, sexual activity, HIV/AIDS awareness, tobacco use, and lifestyles. The fourth section addresses new federal and state laws concerning children in foster care, while the fifth section addresses other important legislative developments for children in 1998. The sixth section, and bulk of the report, provides data by county as follows: (1) outcome measures; (2) dates; (3) numbers; (4) rates; (5) trends; (6) state rates; (7) county rates; (8) county trends; (9) indicators; and (10) composite county rankings. Three appendices include: raw data by county; data notes, sources and references; and composite county ranks for 1995-1998. (SD)

ED 427 847 PS 027 331

Development; Day Care; Developmental Delays; Early Intervention; Hearing Impairments; *Infants; *Paraprofessional Personnel; *Play; Preschool Education; Safety; Teacher Student Relationship; *Toddlers; *Total Communication; Toys

These four quarterly newsletter issues address various topics of interest to child caregivers. Each issue focuses on a theme and includes an article on that theme, along with regular columns. The Fall 1997 issue focuses on play in the world of infants, stressing its importance and advising parents and caregivers in using play to facilitate learning. The news column covers child care providers and SIDS, and injuries from infant walkers. The vice president's column discusses father-daughter relationships. The topic of the Winter 1997 issue is "Total Communication in Early Care, Education and Intervention: An Augmentative and Alternative Communication (AAC) Strategy." The article provides guidance on the growing trend of using total communication strategies with young children, even those without hearing impairments. The child safety column covers toy selection and maintenance, while the vice president's column addresses redefining roles and expectations in teacher-student relationships. The Spring 1998 newsletter focuses on fostering the imitative and imaginative play of infants and toddlers in order to support their development. The current research column addresses newborn hearing screening; the news column describes the design of an innovative child care center; and the vice president's column addresses listening to and supporting children's teachers. The Summer 1998 issue focuses on preparing and supporting paraprofessionals as effective members of early intervention teams serving infants and toddlers with developmental delays and their families. The vice president's column discusses preservice, novice, experienced, and seasoned teachers learning together. All issues contain listings of new Web resources, and most describe new print or video releases. (EV)

ED 427 865 PS 027 358

Kravitz, Deborah Jordan, Ed.
Focus on Pre-K and K (Ages 4-6): A Quarterly Newsletter for the Education Community, 1997-1998.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aggression; Behavior Change; Child Development; Child Health; Discipline; *Discovery Learning; *Early Childhood Education; Experiential Learning; *Kindergarten; *Multicultural Education; *Playgrounds; *Prosocial Behavior; Safety; Speech Impairments; Teacher Student Relationship; Young Children

These four quarterly newsletter issues address various topics of interest to teachers of young children. Each issue focuses on a theme and includes an article on that theme, along with regular columns. The Fall 1997 issue focuses on kindergartners as inquirers and on using a negotiated curriculum in the early childhood setting. The vice president's column for this issue discusses father-daughter relationships. The topic of the Winter 1997 issue is "Creating a True Multicultural Setting." A sidebar explores coping with speech difficulties, while the vice president's column addresses redefining roles and expectations in teacher-student relationships. The Spring 1998 newsletter focuses on today's playground, discussing the new call for an end to traditional playgrounds in favor of ones designed to support children's development and play. A sidebar to a survey the center sent to more than 350 key informants and leaders in the 50 states and District of Columbia. The purpose of the survey was to learn about the current work of career development planning and implementation groups across the country. Respondents from 48 states report that they have an active early childhood career development planning and implementation initiative underway. The packet contains three sections based on survey results. A summary chart of state early care and education career development initiatives in 1998 shows some basic information about each state's initiative, including the name and start date of the initiative, the lead agency, sources of funding, staffing for the initiative, and a brief statement of the status of the planning and implementation. Summary charts of the work states are doing on the components of a career development system cover career lattice designs, core knowledge or competencies, training approval systems, compensation improvement initiatives, the development of new training models, statewide or college articulation agreements, and several others. Finally, a list of contacts for state career development initiatives is included. (EV)

ED 427 884 PS 027 388

Azer, Sheri; Eldred, Darnae
Training Requirements in Child Care Licensing Regulations.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Family Day Care; *State Regulation; *Training
IDENTIFIERS- *Caregiver Training; Day Care Regulations; *Licensing Programs

Noting the considerable variation in state child care licensing regulations, this packet provides data on states' training requirements for child care licensing. Contents of the packet are: (1) an introductory article, "Training Requirements in Child Care Licensing that Promote a Career Development Approach," which includes extensive information on four example states (Massachusetts, Kansas, Vermont, and Colorado); (2) data tables on training requirements in licensing in 1998, including a summary sheet, requirements for teachers and master teachers in child care centers, requirements for directors of child care centers, and requirements for providers in small and large family child care homes; and (3) bar charts on training requirements in licensing in 1998, including specialized training in early childhood education (for teachers in centers, master teachers in centers, directors of centers, providers in small family care homes, and providers in large family care homes), annual ongoing hours for each of these groups, and minimum preservice training in early childhood education for these groups. (EV)

ED 427 885 PS 027 390

Sheffer, Susannah, Ed.
Growing without Schooling, 1998.
PUB DATE- 98
NOTE- 237p.; For 1997 issues, see ED 416 014.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Achievement; Age Grade Placement; *American Indian Education; American Indian History; Attendance; *Canada Natives; Dropout Rate; Educational Assessment; Educational Quality; Elementary Secondary Education; Foreign Countries; Grade Repetition; *School Effectiveness; *School Holding Power; Student Attitudes; Student Surveys; Tables (Data); Tribal Sovereignty; *Tribally Controlled Education
IDENTIFIERS- Canada

With the move to self-governance and the dismantling of Indian and Northern Affairs Canada (INAC), there is a need to know if Aboriginal education systems are providing superior, adequate, marginal, or unsatisfactory standards of education for their students. A study of 165 First Nations students attending a K-10 First Nations school sought to determine if Aboriginal students were more successful in a locally controlled reserve school, as opposed to a federal school. A student survey examined attitudes toward school, values, and sources of enjoyment. Measures of success at the school, which had come under First Nations control 3 years previously, included academic testing (CTBS), attendance, student suspensions and expulsions, age-grade deceleration, dropout rates, and graduation. Attendance improved significantly under Native control, compared to under INAC control. Student enrollment increased steadily from 1990 to 1997, an average of 25 students per year. Age-grade deceleration was reduced by 20.8 percent, primarily in the K-8 grade levels. Students were staying in school, and 34 older students who had been out of school for some time, returned to finish. The paper includes 25 recommendations for increased school success, and suggestions for further research. Contains 38 references and 34 data tables. (TD)

ED 427 902 RC 021 798

Swisher, Karen Gayton, Ed.; Tippeconnic, John W., III, Ed.
Next Steps: Research and Practice To Advance Indian Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 325p.; Individual chapters have been separately analyzed; see RC 021 799-811.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; College Students; Colleges; *Culturally Relevant Education; Curriculum Development; Educational History; Educational Legislation; *Educational Research; Elementary Secondary Education; Higher Education; Teacher Education; Theory Practice Relationship; *Tribally Controlled Education

Written entirely by Native authors, this book addresses some critical issues in the education of American Indian and Alaska Native students. Intended for college classrooms, it aims to fill a void in the literature and textbooks used in multicultural and teacher education programs. The book has four sections: the past and present foundations of Indian education; curriculum issues, thoughts, and practice; the college and university experience; and next steps (research to support improved practice). Chapters are: (1) "The Unnatural History of American Indian Education" (K. Tsianina Lomawaima); (2) "Tribal Control of American Indian Education: Observations Since the 1960s with Implications for the Future" (John W. Tippeconnic

Instruction; Student Evaluation; Teaching Guides; Teaching
Methods

This new edition provides helpful information to busy mainstream teachers seeking practical advice on how they can more effectively include, instruct, and nurture limited-English-proficient (LEP) migrant students. Most of the strategies promoted are recommended for all students, not just LEP students. Chapter 1 presents cultural information to help teachers better understand and appreciate language-minority migrant students and their families. Chapter 2 provides strategies for involving LEP students in the mainstream classroom: total physical response, cooperative learning, language experience approach, dialogue journals, and games. Chapters 3 and 4 introduce strategies for improving the reading and writing abilities of LEP students. Chapter 5 presents math exercises and strategies that combine basic math skills with language development activities. Chapter 6 proposes alternative assessment methods to monitor the progress of LEP students, who often cannot be fairly evaluated with the same criteria as mainstream students. Chapter 7 offers suggestions for involving language minority parents in their children's education. Each of these chaptes contains some equivalent exercises in Spanish and a list of resources. Chapter 8 provides more general resources: organizations and institutions serving linguistic and cultural minorities, teacher training materials, legal framework for serving LEP students, selected English-as-a-second-language software, on-line resources for teachers and students, comprehensive regional assistance centers, desegregation assistance centers, and research centers. Chapter 9 contains 14 articles of interest. (TD)

ED 427 919 RC 021 819

Barnhardt, Ray
Preparing Teachers for Rural Alaska.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alaska Natives; Beginning Teacher Induction; *Beginning Teachers; *Cross Cultural Training; *Educational Needs; Elementary Secondary Education; Higher Education; Internship Programs; Mentors; *Preservice Teacher Education; *Rural Schools; Teaching Conditions
IDENTIFIERS- *Alaska

This article discusses preparing teachers to teach in rural Alaska. An anecdote illustrates how outsiders who come to work in rural Alaska get into trouble because they are unprepared for conditions unique to the North. These conditions end up being viewed as impediments rather than opportunities. The same is true for the field of education. Of 2,368 teachers in rural Alaskan schools, nearly one-third are new to their positions. This compares with about 12 percent of teachers new to their jobs in urban schools. While rural schools employ only one-third of all teachers in the state, they typically hire over two-thirds of the new teachers each year, most of whom originate outside of Alaska. That means that Alaskan preservice programs touch only a small percentage of teachers working in Alaska. In rural Native communities, the proportion of Alaska Native teachers is growing but is still a long way from appropriate local representation. This is all the more critical increased immigration; social and human capital differences; and ethnic conflict, resulting from a lack of social integration and producing a White exodus. The first part of the paper uses a database of 126 rural California communities to compare and contrast demographic changes, 1980-90, in Latino and non-Latino population, and to examine the degree to which White out-migration and Latino in-migration correlate with community socioeconomic indicators (poverty, income, and educational attainment). Findings indicate that communities experiencing the most growth in both Latino and non-Latino population had the best economic health. Declining community well-being was linked to a combination of increasing Latino population and decreasing White population. The second part of the paper analyzes community social capital, intergroup conflict and cooperation, and local perceptions of economic opportunities in several communities in the San Joaquin valley. Discussion focuses on why non-Latino Whites leave and often settle nearby, why Latinos are not showing the same migration patterns as Whites, and implications for the future of California's rural Latino communities. (SV)

ED 427 937 RC 021 871

Indigenous Affairs = Asuntos Indigenas, 1998.
PUB DATE- 98
NOTE- 514p.; Photographs will not reproduce adequately. For 1997 issues, see ED 418 833.
LANGUAGE- English; Spanish
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- American Indians; *Civil Liberties; Colonialism; *Conservation (Environment); Cultural Maintenance; Eskimos; Foreign Countries; Hawaiians; *Indigenous Populations; Intellectual Property; Minority Groups; *Politics; *Self Determination
IDENTIFIERS- *Land Rights

This document contains the four 1998 English-language issues of Indigenous Affairs and the four corresponding issues in Spanish. These periodicals provide a resource on the history, current conditions, and struggles for self-determination and human rights of indigenous peoples around the world. The first issue is a theme issue on the indigenous peoples and nations of the Pacific and includes general articles on decolonization, self-determination, and the indigenous rights movement in the Pacific, as well as articles on specific Pacific Island nations. General articles in other issues discuss the research needed to promote effective activist strategies, the "second wave" of colonialism in a rapidly changing world, protection for indigenous cultural knowledge, and the principle and process of self-determination. Articles on the United States and Canada examine the history of colonialism, land issues, and indigenous rights in Hawaii, and the history of Innu resistance to natural resources exploitation on their land in Labrador. Articles on the circumpolar Arctic describe the development of transnational Inuit alliances addressing environmental, political, economic, and cultural issues, and the importance for cultural survival of assigning economic value to indigenous subsistence activities. An article on Australia discusses the national inquiry into the separation of generations of Aboriginal children from their families and the national convention on reconciliation between indigenous and nonindigenous Australians. Other articles cover politics, human rights, the impact of tourism, environmental issues, women's the relationship are discussed, including the effect of gender stereotypes on spatial and mathematical activity levels. (Author)

ED 427 961 SE 062 248

Jarrett, Denise
Integrating Technology into Middle School Mathematics: It's Just Good Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Computer Uses in Education; *Educational Technology; *Graphing Calculators; Internet; *Mathematics Education; Middle Schools; *Science Education; Spreadsheets; Teaching Methods

Many believe that technology offers the most benefit to students and teachers when it is integrated into the core curriculum rather than being taught as a separate discipline. This publication is intended to assist teachers in incorporating technology into learning activities in mathematics and science. Chapters emphasize issues concerning mathematics and science education standards, teaching and learning with technology, ensuring equity, common instructional technology, succeeding with minimal resources, and changing classroom roles. Included is a list of resources, web sites, and organizations. (Contains 56 references.) (ASK)

ED 427 962 SE 062 253

Maylone, Nelson John
That Can't Be Right! Using Counterintuitive Math Problems.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Mathematics Activities; *Mathematics Instruction; Middle Schools; *Multiple Intelligences; *Number Concepts; *Problem Solving; *Puzzles; Teaching Methods

This book is designed to provide middle-grade mathematics teachers with ideas for enlivening instruction to help students acquire a sense about numbers. Guided classroom discussions for writing opportunities centered on the theme of problem solving are provided. Following an introduction, chapters include the following: Counterintuitive Problems; Challenges and Puzzles; Demonstrations, Games, and Activities; and Investigations. Appendices include problem-solving strategies, Multiple Intelligences Theory, and 18 ideas for middle-grade mathematics classrooms.(ASK)

ED 427 963 SE 062 258

Rare Plants and Animals of the Texas Hill Country: Educator's Guide.
PUB DATE- 98
NOTE- 33p.; Prepared by the Endangered Resources Branch.
LANGUAGE- English

Rule, Audrey C.
Crystal Shape Bingo.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Secondary Education; *Geometric Concepts; *Mathematics Activities; Mathematics Instruction; *Three Dimensional Aids
IDENTIFIERS- *Bingo; *Crystal Shapes

This document describes a game that provides students with practice in recognizing three dimensional crystal shapes and planar geometric shapes of crystal faces. It contains information on the objective of the game, game preparation, and rules for playing. Play cards are included (four to a page). (ASK)

ED 427 981 SE 062 305

Rule, Audrey C.
Wolf Bingo.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; *Animals; *Educational Games; Elementary Education; *Science Activities; Science Instruction; *Wildlife
IDENTIFIERS- *Bingo; *Wolves

This document describes a game that provides students with practice in learning vocabulary and concepts associated with wolves. Directions for play and play cards (four to a page) are included. (ASK)

ED 427 982 SO 028 502

Olmedo, Irma M.
Social Studies Content Teaching in Linguistically Diverse Classrooms.
PUB DATE- 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Elementary Secondary Education; *History Instruction; Language Minorities; *Limited English Speaking; *Oral History; *Social Studies; *Student Needs; *Teacher Role; Urban Education
IDENTIFIERS- *Content Area Teaching

The changing demographics of today's urban schools coupled with the corresponding shortage of bilingual teachers to provide an education for language minority students means that monolingual English teachers will have to carry out content area instruction for students with limited English proficiency (LEP) in the foreseeable future. This paper explores the cultural and linguistic complexity of teaching these students, focusing on the Soviet Occupied Zone and the German Democratic Republic, which is indispensable for understanding the current situation. The book covers the most important institutions coordinating educational policy (the Conference of Laender Ministers of Education, the Federal Ministry of Education, Science, Research, and Technology, the Federal-Laender Commission for Educational Planning and Advancement of Research, and the influence of interest groups and churches, consultative bodies such as the Science Council, and educational research). The main emphasis in the book is the overall system of education from kindergarten to adult education. The last three chapters deal with current issues, view German education in the European and international context, and conclude with a summary that makes clear the urgency of re-orientation of educational policy in schools and universities. Thirty-one appendices conclude the volume. (BT)

ED 428 001 SO 029 476

Myers, Robert E.
Multiple Ways of Thinking with Social Studies.
PUB DATE- 97
NOTE- 182p.; Illustrated by Ernie Hager.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Thinking; *Critical Thinking; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; *Skill Development; *Social Studies; *Thinking Skills

This book offers 79 units that stimulate the development of attitudes and skills that facilitate creative achievements among students as they work in the discipline of social studies. A thinking skills chart is included in order for teachers to select particular units depending upon the desired learning outcome. The subjects taught throughout the units include civics, geography, contemporary issues, sociology, psychology, ethics, and futurism. A section called "To the Teacher" explains the importance of attitudes, preferred ways of learning in the disciplines, the importance of practice, the role of evaluation in creative thinking, and the teacher's role as co-author. (BT)

ED 428 002 SO 029 542

Bjerstedt, Ake
Monographs and Paper Collections on Peace Education: With a Focus on the Last 25 Years. Peace Education Miniprints, No. 90.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; Global Approach; Global Education; Higher Education; *International Relations; *Peace; Prosocial Behavior; *World Affairs
IDENTIFIERS- *Peace Education

This bibliography lists examples of journal articles and chapters in edited books dealing with peace education. The major focus of the bibliography is on materials from the last 25 years and are in English, German, and the Scandinavian languages. Titles time functioning as an integral and accepted part of everyday Macedonian life. This paper reports that, although Roms seek to participate in Macedonian formal educational institutions using their own language, the Romani language itself is still in the process of the kind of standardization associated, among other things, with the institutionalized structures of formal education. The paper discusses the development of Romani language use in the Republic of Macedonia primarily in terms of its relation to education and other public and official contexts, utilizing both published sources and personal experiences during more than 20 years of field research in Macedonia. To frame these issues, the paper first turns to the statistical and legal position of the Roms in Macedonia and the former Yugoslavia. The paper points out that in 1990 the first item in the party platform of the Rom political organization, "The Party for the Complete Emancipation of the Roms," concerned education, while the third item concerned the Romani language. It notes that the establishment of Romani as a language of instruction did not envision a parallel education system but rather the teaching of Romani as a subject in elementary schools and pedagogical academies with a view to preparing teachers and, ultimately, a lectureship and Department of Romani at the University of Skopje. The paper concludes that, while Romani education in Macedonia is progressing slowly, it is nonetheless perceptibly progressing. (Contains 4 tables, 20 notes, and 94 references.) (BT)

ED 428 022 SO 029 953

Marshall, Catherine
Critical Feminist Policy Analysis: Toward Demanding and Disrupting Policy Analyses.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; Cultural Context; *Educational Policy; Elementary Secondary Education; *Feminist Criticism; *Policy Analysis; Power Structure; *Public Schools; *Research Methodology; *Sex Fairness; Social Studies
IDENTIFIERS- Educational Issues; *Gender Issues

This paper asserts that whether the issue is teen pregnancy, sexual harassment in schools, or the underutilization of women's leadership in schools, little funding goes to research or programs putting women at the center of these issues. At first glance, the deliberations of school boards, deans, judges, lawmakers, and professional associations appear as orderly, rules-driven, decision making informed by estimates, evaluations, and technical analyses provided by experts. The central thrust of the federal policies for gender equality was opening access to white male domains. Title IX "sounds" impressive, but to this date only 11% of school superintendents are female, there is still sexual harassment in schools, and disproportionately high expenditures for football programs for boys exist along with under funded extracurricular programs that girls can participate in. Deeper analysis is needed to develop stronger policy centered on women. Critical theorists place at the center of analysis the power, policies, and structures that resist access. Insiders in policy debates are preferred form of communication, and interest in workshops, research expositions, and social activities. Data analysis indicated that most of the students were employed. Most did not feel a need for tutoring. About 30 percent desired to attend workshops on thesis and dissertation writing, computer training, writing a vita or resume, grant writing, and financial aid. About half of the students were interested in research expositions, conferences, and forums where their research could be presented. About 35 percent were interested in informational resources regarding financial aid, research and travel support funding, library resources, writing a thesis or dissertation, employment resources, and student insurance. The results suggest a great need for information and resources for the general population of graduate students. The paper proposes a model representing programs, services, and resources for graduate student retention, satisfaction, and completion. (Contains 48 references.) (SM)

ED 428 041 SP 038 323

Collaboration on the Teacher Education Scene: An Academic Year in the Classroom. Symposium.
PUB DATE- 98
NOTE- 61p.; Symposium presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Professional Development Schools; Program Evaluation; Student Teaching; *Teacher Collaboration; Teachers
IDENTIFIERS- University of Tennessee Chattanooga

This symposium addresses the historical development of the University of Tennessee at Chattanooga (UTC) Professional Development School (PDS) in collaboration with the Hamilton County Public Schools. The study goes from PDS I, a semester-long initial field experience, to a major component of the teacher preparation program with the addition of PDS II, a semester-long student teaching placement at two different PDS sites. Four papers chronicle the establishment, development, and expansion of the program. The papers are: (1) "The Vision: Establishment and Development of the PDS Program" (Thomas Bibler, Mary Tanner, and Sandra Black); (2) "The Action: Procedures, Outcomes and Futures" (Kathleen Puckett, Doug Kingdon, Karla Riddle, and Barbara Wofford); (3) "The Outgrowth: Expansion of the PDS Program" (Barbara Ray, Valerie Rutledge, and Jeanette Stepanske); and (4) "The Evaluation: A Connection to the Tennessee Framework for Teachers" (Cynthia Gettys, Daniel Baker, and Caryl Taylor). An appendix contains observation and evaluation forms. (Contains 33 references.) (SM)

ED 428 042 SP 038 324

Aksoy, Naciye
Opinions of Upper Elementary Students about a "Good Teacher" (Case Study in Turkey).
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (29th, Ellenville, NY, October 28-30, 1998).
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Graduate Students; Graduate Study; High Schools; Higher Education; *Leadership Training; Program Development
IDENTIFIERS- *Educational Leadership

This paper describes the design and implementation of a graduate program delivery model in educational leadership with a curriculum collaboratively developed by a university and a high school. The goal of the program was to build faculty capacity at the high school by designing and implementing a graduate program around the school improvement plan. Collaboration was necessary at each step, from conducting needs assessment, to enrolling students, to designing the work each semester. Implemented during spring 1998, the program has a cohort of high school staff members enrolled in graduate study at the master's and specialist levels in three majors, one of which is educational leadership. The program is delivered on the participating school's campus. Only graduate students employed at the participating school are enrolled in the program. This paper describes the concept and program goals, collaborative agreements for responsibility, support from the university and the school, and the model developed for enhancing and sustaining faculty capacity for school improvement. The paper also describes the supporting research, needs assessment results, graduate curriculum development and implementation, lessons learned for higher education, evaluation plan, and proposed actions for dissemination. Though there were barriers to program success, leadership from the university and the school prevailed in securing a graduate program on the high school campus. (Contains 8 references.) (SM)

ED 428 060 SP 038 345

Johanson, Roger P.; Norland, Deborah L.; Olson, Eric; Huth, Les; Bodensteiner, Roberta
Internet and List-Serves To Support the Student Teaching Semester.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; *Electronic Mail; Elementary Secondary Education; Field Experience Programs; Higher Education; *Internet; *Listservs; Preservice Teacher Education; Student Teacher Supervisors; *Student Teachers; *Student Teaching; Teaching Methods
IDENTIFIERS- Reflective Thinking

This project used Internet technology to build community and reduce isolation during student teaching, improve communication and enhance supervision of student teachers, and encourage reflection. The project supported student teachers by establishing Internet communication between them and their supervisors. This involved providing Internet addresses for everyone involved and establishing six listservs. Each student teacher had to subscribe to and participate in at least one listserv. The listservs were primary school, elementary school, and middle school; music, physical education, art; high school; and professionalism. Some of the student teachers gladly seized therefore, that they can be used across samples of different abilities and items of varying difficulty. IRT transforms classical test theory proportions into logits, converting item difficulties and person abilities into the same linear metric across the distribution. In the Rasch model, this calibration process theoretically makes the ability statistic (theta) item-free and item difficulties ("b") examinee-free. (Contains 10 tables, 4 figures, and 9 references.) (Author/SLD)

ED 428 079 TM 029 479

Frederick, Brigitte N.
Factor Analysis of People Rather than Variables: Q and Other Two-Mode Factor Analytic Models.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; *Factor Analysis; *Personality Measures; Psychological Testing; *Q Methodology

Factor analysis attempts to study how different objects group together to form factors with the purposes of: (1) reducing the number of factorable entities (e.g., variables) with which the researcher needs to deal; (2) searching data for qualitative and quantitative differences; and (3) testing hypotheses (R. Gorsuch, 1983). While most factor analytic studies focus on finding factors to represent groups of variables, other factor analyses that look at factoring people and occasions offer many possibilities to researchers. These alternative forms of factor analysis are discussed, with an emphasis on Q-technique, which attempts to identify types of people, as it may be of particular interest to psychologists and educators. (Contains 3 tables and 18 references.) (Author/SLD)

ED 428 080 TM 029 480

Ji, Mindy F.
A Primer on Conducting Item and Test Analyses.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computation; *Computer Software; *Item Analysis; *Test Construction; Test Items

Item and test analyses can be used to revise and improve both test items and the test as a whole. Recommendations for item and test analysis practices as they are reported in commonly used measurement textbooks are summarized. A heuristic data set is used to illustrate test and item analysis practices. Techniques developed in this paper are especially useful for developing norm-referenced tests. The wide usage of computers has made conducting item and test analyses much easier than it was. Methods developed mainly for hand computation, such as the discrimination index and point-biserial correlation, should be

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Role; Educational Environment; Educational Objectives; *Educational Policy; Educational Responsibility; *Educational Trends; *Futures (of Society); *Higher Education; Long Range Planning; Outcomes of Education; Role of Education; Sociocultural Patterns; Trend Analysis

This book presents 17 papers on higher education, organized into four parts, which address the higher education setting, external forces, the academic community, and central issues for the 21st century. Following an introduction by the editors, the papers are: (1) "Patterns in Higher Education Development" (Philip G. Altbach); (2) "The Ten Generations of American Higher Education" (Roger Geiger); (3) "Autonomy and Accountability: Who Controls Academe?" (Robert O. Berdahl and T. R. McConnell); (4) "Academic Freedom: Past, Present, and Future" (Robert M. O'Neil); (5) "Issues Facing Higher Education in the Twenty-first Century" (Ami Zusman); (6) "The Federal Government and Higher Education" (Lawrence E. Gladieux and Jacqueline E. King); (7) "The States and Higher Education" (Aims C. McGuinnes, Jr.); (8) "The Legal Environment: The Implementation of Legal Change on Campus" (Michael A. Olivas); (9) "The Hidden Hand: External Constituencies and Their Impact" (Fred F. Harcleroad); (10) "Harsh Realities: The Professorate Faces a New Century" (Philip G. Altbach); (11) "Students, Colleges, and Society: Considering the Interconnections" (Eric L. Dey and Sylvia Hurtado); (12) "The Dilemma of Presidential Leadership" (Robert Birnbaum); (13) "Financing Higher Education: Who Should Pay?" (D. Bruce Johnstone); (14) "Technology and Higher Education: Opportunities and Challenges for the New Era" (Patricia J. Gumport and Marc Chun); (15) "Graduate Education and Research: Interdependence and Strain" (Patricia J. Gumport); (16) "The Canon and the Curriculum: Multicultural Revolution and Traditionalist Revolt" (John K. Wilson); and (17) "Race in Higher Education: The Continuing Crisis" (Philip G. Altbach, Kofi Lomotey, and Shariba Rivers Kyle). (Individual chapters contain references.) (DB)

ED 427 630   HE 031 885

King, Jacqueline E., Ed.
Financing a College Education: How It Works, How It's Changing. American Council on Education/Oryx Press. Series on Higher Education.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Finance; *Educational Policy; Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Student Costs; *Student Financial Aid; Student Loan Programs

This collection of 15 essays by policy analysts and higher education specialists examines student financial aid, how policy and practice have changed, how student costs at U.S. colleges and universities are currently being met, and why and how enhancements to current programs would make the system more equitable. Following an introduction by D. Bruce Johnston, the papers are: (1) "How Do Students and Families Pay for College?" (John B. Lee); (2) "College Costs: Who Pays and Why It Matters So" (Gordon C. Winston); (3) "Need Analysis: How We Decide Who Gets What" (Sandy Baum); (4) "The Student Aid Industry" knowledge construction; gender and the human computer user interface; school participation in the development of commercial, Web-based curriculum resources; a virtual campus on the Web; authentic activities and the Internet; a tool for creating and browsing in case libraries; providing real-time instruction on the Web; discursive networking; Web language teaching; and how to set up and maintain an image database on the Web. (DLS)

ED 427 650 IR 019 169

Bigelow, John D.
Developing an Internet Section of a Management Course: Transporting Learning Premises across Media.
PUB DATE- 96
NOTE- 13p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Classroom Environment; *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Technology; Higher Education; Information Technology; *Instructional Design; *Internet; Learning Processes; Learning Theories; Models; Student Attitudes
IDENTIFIERS- *Course Development; *Learning Environments; Virtual Classrooms

This paper proposes a premise-based approach to translating courses from a classroom environment to an Internet environment, in which learning premises underlying classroom courses are extracted, then used as the basis for creating an Internet course. This approach is applied in developing an Internet section of an introductory management course. The following six premises are identified and organized into a learning model: learning as goal-based; learning as resource-based; conceptual thinking; use of feedback; active learning; and learning motivation. The resulting learning activity model consists of course goals, course structure, learning resources, learning activities, assessable outcomes, and feedback. Implementation of each element in the Internet course is described. Illustrations of supporting e-mail, Internet, and Toolbook resources are provided, and student reactions to the course are reviewed. (DLS)

ED 427 651 IR 019 170

Bogley, William A.; Dorbolo, Jon; Robson, Robert O.; Sechrest, John A.
New Pedagogies and Tools for Web Based Calculus.
PUB DATE- 96
NOTE- 10p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Calculus; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Mediated Communication; *Courseware; Educational Technology; Higher Education; Instructional Design; *Mathematics Instruction; Teaching Methods; Teaching Models; *World Wide Web

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Networks; Consortia; Cooperative Programs; *Courseware; *Distance Education; Educational Technology; Foreign Countries; Higher Education; Hypermedia; Information Technology; *International Cooperation; *Material Development; Models; *Open Education

IDENTIFIERS- Europe; European Community; *Learning Environments; *Socrates; Virtual Classrooms

This paper describes the ongoing project EONT--Experiment in Open and Distance Learning using New Technologies. The main objective of the project is to examine whether ODL using new technologies is effective. EONT will achieve its goals through experimentation, using an ODL environment based on some of the available new technologies (i.e., computer networks and networked hypermedia systems), one subject matter area, and real learners. Two distance learning universities and five conventional universities from seven European countries will take part in the project. Topics discussed include: (1) the SOCRATES Programme, the European Community action program for cooperation in the field of education; (2) objectives of the EONT project and features and uses of the EONT learning environment; and (3) the implementation approach, including courseware development. Figures present a schematic view of the EONT learning environment, components of the learning environment, methodology components for courseware development, the courseware development model, and a table of courses to be offered. A table showing the structure of the EONT consortium is appended. (Author/DLS)

ED 427 671 IR 019 190

Parker, Angie

A Distance Education How-To Manual: Recommendations from the Field.

PUB DATE- 96

NOTE- 4p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; Course Content; *Distance Education; Educational Change; Educational Technology; Higher Education; Information Technology; *Instructional Design; Interaction; *Learner Controlled Instruction; Student Role; *Teacher Role; Teaching Models; Training

IDENTIFIERS- Virtual Classrooms

This paper discusses three issues facing institutions that produce distance instruction. The first section covers the retraining of students; the new cohort of distance students must be trained to be comfortable with technology, with mediated interaction, and with the new paradigm of student-centered learning. The retraining of faculty is addressed in the second section; faculty must be comfortable with student-centered learning and taught to redesign the syllabus, use the technologies being employed, and integrate interaction into the course content. The last section discusses redesign of the course content, including rethinking the content, viewing the learners in a new light, and including opportunities for interaction, group work, and dialogue. The instructor's

NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Assisted Testing; Computer Interfaces; Computer Software Development; Computer System Design; Foreign Countries; Higher Education; Scoring; Statistical Analysis; *Student Evaluation; *Test Construction; World Wide Web
IDENTIFIERS- Brazil; Learning Environments

In 1997, the Software Engineering Laboratory at Pontifical Catholic University of Rio de Janeiro (Brazil) implemented the first version of AulaNet (TM) a World Wide Web-based educational environment. Some of the teaching staff will use this environment in 1998 to offer regular term disciplines through the Web. This paper introduces Quest, a tool for quiz generator and automatic correction incorporated into AulaNet. The main goal of Quest is to serve as the Web-based assessment tool of the AulaNet environment. Other goals include lowering quiz costs, providing extensive reporting, giving feedback to students, and enhancing cognitive aspects of assessment. Features of Quest include a graphic interface for editing questions, three question presentation styles (multiple choice, true/false, and fill in), editing facilities, question qualifiers, automatic correction, display and storage of results for students, and detailed statistics for teachers. The architecture of Quest is based on the Web; it has a presentation layer, application layer, Lua objects layer (allowing the exchange of data between the application and data layers), and data layer. The AulaNet environment has two distinct modules--the course creation and maintenance module (for teachers) and course attendance module (for students). Three figures present the Quest architecture, quiz-editing windows, and student quiz-taking window. (Author/AEF)

ED 427 691 IR 019 242

Chung, Haejin; Rodes, Paul; Knapczyk, Dennis
Using Web Conferencing To Promote Ownership in Distance Education Coursework.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; *Distance Education; Educational Technology; Group Discussion; Higher Education; Inservice Teacher Education; Instructional Design; Interaction; Ownership; Student Motivation; Student Role; Teaching Models; Teamwork; *Teleconferencing; World Wide Web
IDENTIFIERS- *Alta Vista Forum; Indiana University; *Learner Centered Instruction

This paper discusses the use of World Wide Web-based conferencing in the Collaborative Teacher Education Program (CTEP) at Indiana University. The CTEP, a program offering distance

Ip, Albert
Authoring Educational Courseware Using OXYGEN.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Software Development; Computer System Design; Computer Uses in Education; *Courseware; Educational Technology; Foreign Countries; Higher Education; Information Technology; *Instructional Design; Instructional Effectiveness; Interaction; Learning Processes; Models; Multimedia Materials; Teamwork; *World Wide Web
IDENTIFIERS- University of Melbourne (Australia); Web Pages

Engaging learners on the World Wide Web is more than sending Web pages to the user. However, for many course delivery software programs, the smallest unit of delivery is a Web page. How content experts can create engaging Web pages has largely been ignored or taken for granted. This paper reports on an authoring model for creating pedagogically sound courseware components running on the Web server. The design is driven by: (1) the recognition of the team nature of multimedia production efforts; (2) the requirement of a scalable approach with an emphasis on educational quality; and (3) the need to reduce the requirement regarding the computing skills of the content author. The components reported here represent a wide scope of learning paradigms and are based on the author's OXYGEN (Object eXtensible analYsis and Generation of Education coNtent) engine as part of an open, component-based layered course delivery architecture. Current uses of OXYGEN at the University of Melbourne (Australia) are described. Three figures present the digital delivery architecture, conversion of a Web page into an OXYGEN template, and multiple views of data in the OXYGEN template. (Author/AEF)

ED 427 710 IR 019 261

Kashihara, Akihiro; Satake, Yoshitomo; Toyoda, Junichi
A History Visualization for Learning-by-Exploration in Hypermedia on WWW.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Discovery Processes; Foreign Countries; *Hypermedia; Information Systems; *Navigation (Information Systems); Online Searching; Search Strategies; User Needs (Information); *Visualization; *World Wide Web
IDENTIFIERS- Browsing; Web Sites

In the context of exploring educational hypermedia on the World Wide Web, this paper presents a history visualization that helps learners reorganize explored contents to find what Web sites they should visit next. Learning-by-exploration is discussed as it relates to educational hypermedia, including

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Assisted Instruction; *Computer Mediated Communication; Constructivism (Learning); *Cooperative Learning; Course Content; *Distance Education; Foreign Countries; Group Discussion; Higher Education; *Instructional Design; Interaction; Learning Strategies; Social Influences; World Wide Web
IDENTIFIERS- *Cognitive Flexibility; *Course Development; Interactive Systems; Simon Fraser University (Canada); Virtual Classrooms

The World Wide Web has allowed the delineation of distance versus place-based education to become a spectrum rather than a binary choice. This paper discusses a novel format of distance education, called "Virtual Seminars," and its relation to issues within cognitive flexibility theory. Virtual seminars are interactive courses offered over the Web, with a weekly term structure and a strong participative component. A business administration course at Simon Fraser University (Canada) that focuses on telecommunications applications for the corporate and private sectors is offered as an example. The implementation of the following instructional design principles in order to take advantage of the flexibility of the computer-based medium is described: (1) present information from multiple perspectives using case studies that present diverse examples; (2) make instruction very specific; (3) create opportunities for students to develop and articulate their own representations of information; (4) emphasize students' active knowledge construction rather than passive transmission of information from instructor to student; (5) introduce students to the complexity of the information to be learned at the outset of the course; (6) stress the interconnectedness of the content to be learned; and (7) avoid oversimplification of content. A vignette, outlining how a student interacts with the course, concludes the paper. (Author/AEF)

ED 427 729 IR 019 280

Pimentel, Maria da Graca Campos; dos Santos, Joao Benedito, Jr.; de Mattos Fortes, Renata Pontin
Tools for Authoring and Presenting Structured Teaching Material in the WWW.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer System Design; Computer Uses in Education; *Courseware; Document Delivery; Foreign Countries; *Hypermedia; Interaction; *Material Development; Models; Programming Languages; *Questionnaires; *World Wide Web
IDENTIFIERS- *Document Structure; Learning Environments; SGML

This paper presents aspects of modeling, authoring, and presenting structured documents corresponding to teaching material presented in the World Wide Web. In this context, the importance of providing the formalization of the structure of

and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Managed Instruction; Computer Software Development; *Courseware; Foreign Countries; Information Retrieval; *Instructional Design; *Instructional Materials; Material Development; *World Wide Web
IDENTIFIERS- *Hong Kong Polytechnic

This paper presents an architecture for creating, retrieving, and adapting materials on the World Wide Web for learning purposes. There are two major components in the architecture: Authoring Server (AS) and Courseware Server (CS). Associated with the architecture for running dynamic courseware, certain mechanisms are also imposed. These mechanisms involve the manipulation of information on some defined templates. At the moment, there are three standard templates developed: courseware-information-template, curriculum-template, and teaching-style-template. The architecture components have been experimentally implemented in a local server housed at the Hong Kong Polytechnic University. Although more significant results are yet to be seen, the endeavor nonetheless provides a simple yet effective means for building courseware from the pool of teaching materials on the Web. (AEF)

ED 427 750 IR 019 301

Yaverbaum, Gayle J.; Ocker, Rosalie J.
Problem Solving in the Virtual Classroom: A Study of Student Perceptions Related to Collaborative Learning Techniques.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Cooperative Learning; Distance Education; Educational Research; Educational Technology; Group Discussion; Likert Scales; *Problem Solving; *Student Attitudes; *Student Reaction; Surveys; Teamwork
IDENTIFIERS- *Collaborative Learning; *Virtual Classrooms

Collaborative learning is receiving increased attention within educational environments. With increasing use of technology to support collaborative techniques it is critical that existing research in this area is expanded. This study was initiated to examine and explore the perceptions of students relative to experiences within two types of problem solving teams--one with a technology supported collaborative environment and the other without such support. Rankings related to prior attitudes about collaborative work-related issues and post-perceptions related to quality of discussions, satisfaction with the group process, and satisfaction with outcome were collected using a survey instrument containing Likert-scale statements. The data was analyzed using correlations between prior attitudes and the post-perceptions. Results indicate that significant differences exist that relate to the process by which problems are solved. The evidence reveals that the difference in treatments is the overriding reason for the perceptions reported. Contains 20 references. (Author/AEF)

(150)
DESCRIPTORS- Computer Managed Instruction; *Distance Education; Foreign Countries; *Higher Education; *Instructional Effectiveness; Nontraditional Education; Teaching Methods
IDENTIFIERS- Open University (Great Britain); Singapore; Technology Integration

As the use of distance education grows, the question arises as to whether there are inherent limitations to the use of such an approach, due to the fact that learning is culturally and experientially mediated. The effective implementation of digital learning environments involves recognizing that successful teaching and learning involves students engaged in a social process of meaning appropriation. This in turn requires that the whole learning environment, not just the technological infrastructure, is designed as a well orchestrated whole. A brief review is presented in this paper of some of the approaches towards distance learning adopted by higher education institutions in both the West and the East (the Open University, United Kingdom, the Virtual College, part of Singapore Polytechnic, the National University of Singapore). Strengths and limitations of online courses are also highlighted. A list of exemplar sources and URL references are appended. (Author/AEF)

ED 427 769 IR 019 424

Mashhadi, Azam
Insights into Singaporean Pre-Service Teachers' Mental Models of the Internet.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Educational Research Conference (Singapore, November 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Higher Education; Instructional Design; Instructional Effectiveness; *Internet; *Metaphors; *Models; Preservice Teacher Education; Questionnaires; Student Teachers
IDENTIFIERS- *Mental Models; Singapore

The interpretation of information and the generation of knowledge is dependent on the existing metaphorical conceptual frameworks or mental models of the learner. Metaphorical mental models are both a method of representing and a way of organizing knowledge, and summarize an individual's beliefs about a system. Since the particular metaphors underlying an individual's understanding of the Internet serve to stimulate or limit the human imagination, it is essential to explore students' mental models in order to appropriately design the learning experience. Following a review of previous research eliciting metaphorical models or conceptions of the Internet, a structured questionnaire was developed and used to explore the metaphors employed by a sample of pre-service teachers in Singapore; this provided insights into their conceptual understanding of the nature and uses of the Internet. Findings indicate that the Internet is perceived more as a depository of information (passive) rather than as an interactive environment (active). The "Metaphors of Internet Questionnaire" is appended. (Author/AEF)

ED 427 770 IR 019 425

PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Design Requirements; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Learning Resources Centers; Library Development; Library Equipment; *Library Facilities; *Library Planning; *School Libraries
IDENTIFIERS- Web Sites

Increased student enrollment, collection growth, the need for multimedia workspace, and other technology changes are all reasons for embarking on a facilities project in a library media center. This book describes the keys to success for library media centers of the future, and addresses the need for developing support for the facilities plan. Guidelines are provided for building a facilities project team, including advice on team selection and leadership. This step-by-step guide includes numerous checklists of critical strategies, questions and planning components, key forms for planning and analysis, and a suggested timeline to keep the facility design plans on track. Library media center layout samples provide a base; elementary, middle school and high school designs can be modified for any type of school. In addition to the bibliography, a list of library facilities related Web sites is included. Contains an index. (AEF)

ED 427 789 IR 057 296

Hollands, William D.
Teaching the Internet to Library Staff and Users: 10 Ready-To-Go Workshops That Work. Neal-Schuman NetGuide Series.
PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Literacy; Information Services; Information Technology; *Internet; *Library Instruction; Library Personnel; Library Services; *Staff Development; Training; Users (Information); *Workshops; *World Wide Web

This guide features 10 customizable, ready-to-run workshops for librarians wishing to establish or refine ongoing Internet training for staff members or patrons. Each workshop in the book includes an introduction, an objective, a timed lesson plan, tips, a sample script, and reproducible handouts. In order to provide for the variety of settings librarians work in, the sample workshops are set in different training environments. The workshops are: "Internet Train the Trainers," a three-part series to train library staff members in sound Internet training principles and practices they can use with patrons; "Getting Started on the World Wide Web," an introduction to the Web, designed as a small-group demonstration for patrons; "Using Search Engines and Finding Information on the Web," a hands-on workshop focusing on Internet search engines and subject directories; "Books and Literature on the Web," a hands-on introduction, with an

ED 427 808 JC 990 109

King, D. Brian
Successful Community College Election Strategies.
PUB DATE- 98
NOTE- 163p.; Ed.D. Dissertation, University of Arkansas.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bond Issues; *Community Colleges; Community Support; *Educational Finance; *Elections; *Fund Raising; Local Issues; Political Campaigns; Political Issues; *School Taxes; Two Year Colleges; Voting
IDENTIFIERS- Maricopa County Community College District AZ; Santa Monica College CA; Washtenaw Community College MI

This study identifies successful election strategies employed by community colleges in bond issues or tax levy increase elections, and distills these strategies into a list of principles or rules that can be utilized by colleges in preparing for such an event. Results of case studies conducted at Maricopa (Arizona), Santa Monica (California), and Washtenaw (Michigan) community colleges indicate that: (1) dollars raised by campaigns are not enough to guarantee victory; (2) each campaign had significant support from a broad array of community organizations; (3) the length of the formal campaign was relatively brief for all three subject colleges; (4) the impact of other, unrelated issues on the same ballot differs by college; (5) the primary organization of each campaign came from a core of college staff members; (6) efforts to involve students in the campaign efforts were emphasized; (7) staff participation at the colleges were crucial to electoral success; (8) efforts to involve faculty and staff began years before the formal campaign; (9) strengths and weaknesses were assessed by the subject colleges both internally and externally; and (10) the primary role of the formal campaign committees was to raise dollars for the advocacy effort of the campaigns. Each of the colleges studied had an electoral victory; further research on colleges that lost elections might provide a useful comparative analysis. Appended are the questionnaire provided to state community college directors, the fifty-state telephone survey, the follow-up questionnaire to subject colleges, the interview guide and procedures, a summary of contacts in fifty-state telephone survey, summaries of interviews, ballot language, and employee guidelines for bond election. Contains five tables and 114 references. (AS)

ED 427 809 JC 990 110

Minear, Dorothy J.
Models for Understanding and Predicting the Undergraduate Educational Attainment Patterns of Public Community College Students Who Transfer with the Associate in Arts Degree into a State University System.
PUB DATE- 98
NOTE- 279p.; Doctoral Dissertation, Florida State University, Tallahassee.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Associate Degrees; *Bachelors Degrees; *College Transfer

Defining Environmental Technology. A Report from the "Defining Environmental Technology" Workshop (St. Louis, MO, March 13-15, 1996).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; Distance Education; *Environmental Education; *Environmental Technicians; *Job Skills; *Labor Force Development; *Technology; Two Year Colleges

This workshop identified and defined environmental technology occupations, particularly at the technician level. The resulting report aims to enhance counselor, teacher, and student awareness of environmental careers at the technician level, and ultimately to address the environmental workforce needs of business, industry, and government by providing educators with the information necessary to develop relevant curriculum that prepares students for environmental technology careers. Following an introduction to the ATEEC workshop, the report includes: (1) a chart defining environmental technology; (2) a list of occupational categories, with position titles and broad job function descriptions for the divisions of air, field services, information management systems, laboratory services, natural resources management, pollution prevention, regulatory affairs (government and industry), remediation, safety and health, solid and hazardous waste, and water/wastewater; and (3) issues and trends, which consists of participant responses to the following three questions: (1) What is the most important contribution community colleges can make to the environmental technology field?; (2) What are the emerging trends in the environmental technology field, particularly at the technician level?; and (3) What types of certification do business and industry recommend for technician-level occupations? (AS)

ED 427 828 JC 990 131

Eisenberg, Diane U.; Labib, Nadya
Exploring America's Communities: In Quest of Common Ground. A National Conversation on American Pluralism and Identity Project.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Dream; *American Studies; *Community Colleges; Cultural Context; *Cultural Pluralism; Equal Opportunities (Jobs); *Individualism; Racial Relations; *Social Values; Socioeconomic Status; Two Year Colleges

This monograph documents the work of 41 participating community colleges in Exploring America's Communities (EAC): In Quest of Common Ground, a project stimulating a national conversation about American pluralism and identity, addressing such issues as what it means to be American, what brings us together and what divides us. Developed by the National Endowment for the Humanities (NEH) in 1995 and coordinated by the American Association of Community Colleges, the two-year project

Irvin, Judith L., Ed.
What Current Research Says to the Middle Level Practitioner.
PUB DATE- 97
NOTE- 361p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Grouping; *Adolescent Development; Adolescents; Classroom Techniques; *Curriculum Development; Discipline Policy; Educational Environment; Educational Philosophy; Educational Research; Gifted; Higher Education; Inclusive Schools; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle School Students; Middle School Teachers; *Middle Schools; Motivation; *School Organization; Self Esteem; Student Evaluation; *Teacher Education; Teaching Methods; Team Teaching; Urban Schools

This volume provides recent research findings on important topics related to the still-expanding middle school movement. They are divided into seven parts, addressing teaching/learning, curriculum, teacher education, social context, organization, leaderships, and issues and future directions. Following an introduction to middle level education research, by Irvin and Hough, the chapters are: (1) "Young Adolescent Development" (Eccles and Wigfield); (2) "Enhancing Self-Concept/Self-Esteem in Young Adolescents" (Lipka); (3) "Motivation and Middle School Students" (Anderman and Midgley); (4) "The Effects of Interdisciplinary Teaming on Teachers and Students" (Arhar); (5) "Teaching with Time on Your Side: Developing Long-Term Relationships in Schools" (McLaughlin and Doda); (6) "Middle Level Discipline and Young Adolescents: Making the Connection" (Bennett); (7) "Ability Grouping: Issues of Equity and Effectiveness" (Mills); (8) "Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship" (Rosselli); (9) "Inclusion" (Hines and Johnston); (10) "A Multifaceted Approach to Teaching Limited Proficiency Students" (VanNess and Platt); (11) "Assessment" (Stowell and McDaniel); (12) "Middle Level Competitive Sports Programs" (Swaim and McEwin); (13) "Middle Level Curriculum's Serendipitous History" (Toepfer); (14) "Effects of Integrative Curriculum and Instruction" (Vars); (15) "Curriculum for Whom?" (Brazee); (16) "Curriculum for What? The Search for Curriculum Purposes for Middle Level Students" (Beane); (17) "Current Issues and Research in Middle Level Curriculum: On Conversations, Semantics, and Roots" (Powell and Faircloth); (18) "Middle Level Teacher Preparation and Licensure" (McEwin and Dickinson); (19) "Multicultural Issues in Middle Level Teacher Education" (Hart); (20) "Improving Urban Schools: Developing the Talents of Students Placed at Risk" (Mac Iver and Plank); (21) "Service Learning and Young Adolescent Development: A Good Fit" (Schine); (22) "Home-School Partnerships: A Critical Link" (Brough); (23) "Organizational Trends and Practices in Middle Level Schools" (Valentine and Whitaker); (24) "A Bona Fide Middle School: Programs, Policy, Practice, and Grade Span Configurations" (Hough); (25) "Components of Effective Teams" (Trimble); (26) "Transition into and out of Middle School" (Mizelle and Mullins); (27) "Collaboration and Teacher Empowerment: Implications for School Leaders" (Clark and Clark); (28) "Women in Leadership Roles" (Clark and Clark); (29) "The Middle Level Principalship" (Valentine, Trimble, and Whitaker); and (30) "Setting a Research Agenda" (Hough and Irvin). Each chapter contains references. (HTH)

describes Georgia's voluntary prekindergarten program, and the vice president's column addresses listening to and supporting children's teachers. The Summer 1998 issue focuses on helping the overly aggressive child to develop prosocial behavior. Sidebars discuss the health hazards of environmental smoke, guidelines for well-behaved children, and tips for a fun and safe summer. The vice president's column discusses preservice, novice, experienced, and seasoned teachers learning together. All issues contain listings of new Web resources, and most describe print or video releases. (EV)

ED 427 866 PS 027 359

Crawford, Patricia, Ed.; Glascott, Kathleen P., Ed.
Focus on Elementary (Ages 07-10): A Quarterly Newsletter for the Education Community, 1997-1998.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Children; Classroom Environment; *Elementary Education; Elementary School Students; Elementary Schools; *Inclusive Schools; *Internet; Mainstreaming; *Mixed Age Grouping; Safety; Service Learning; Student Projects; *Writing (Composition)
IDENTIFIERS- *Looping (Teachers); *Writing Groups

This document consists of four issues of a newsletter for educators at the elementary level. Each issue focuses on a theme and includes an article on that theme, along with regular columns. The Fall 1997 issue focuses on using writer's clubs to encourage student writing. The news column for this issue discusses HIV in schools, and the vice president's column discusses using community projects that educate and entertain. The Winter 1997 issue's topic is "Safety in the Cybervillage: Some Internet Guidelines for Teachers." The vice president's column addresses ACEI (Association for Childhood Education International) committee updates and future plans. The Spring 1998 newsletter focuses on defining the multiage classroom. A sidebar describes the National Center for Science Literacy, Education and Technology, and the executive director's column describes resources on ACEI's Web site. The Summer 1998 issue, in a continuation of the look at alternative configurations for elementary schools and classrooms, focuses on the issues that surround inclusive classrooms and looping structures in elementary schools. The vice president's column discusses group projects in the classroom. All issues contain listings of new Web resources, and many describe print publications and relevant national awards. (EV)

ED 427 867 PS 027 360

Manning, M. Lee, Ed.
Focus on Middle School (Ages 11-13): A Quarterly Newsletter for the Education Community, 1997-1998.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials

DESCRIPTORS- American Indians; College Students; Computer Uses in Education; Disabilities; Dropouts; Educational Technology; Elementary Secondary Education; Fear; *Home Schooling; Instructional Materials; Learning Activities; Mathematics Instruction; Mixed Age Grouping; Newsletters; Nonformal Education; Nontraditional Education; Organizations (Groups); Parent Student Relationship; *Parents as Teachers; Reading Instruction; Resource Materials; Shyness; Special Needs Students; Student Attitudes; Teaching Methods; Writing Instruction

IDENTIFIERS- Ceremonies; Home Curriculum

This document is comprised of the six bimonthly issues published during 1998 of a newsletter-like periodical focusing on home schooling and providing parents in the United States and other nations with ideas, activities, research summaries, and resources to teach their children at home. Each issue contains short news items and reports on home schooling, letters from parents, information on the challenges and concerns of home schooling, a focus topic, book and resource reviews, and a resource and information list. Feature reports and letters from parents include the following: (1) "How Homeschooling Becomes Kids' Own Choice" (Jan-Feb); (2) "Homeschooling Children with Special Needs" (Mar-Apr); (3) "Older Kids Learn from Younger" (May-Jun); (4) "Overcoming Fear and Shyness" (Jul-Aug); (5) "Can We Be Friends Even If We're Different?" (Sep-Oct); and (6) "Creating Our Own Ceremonies" (Nov-Dec). (KB)

ED 427 886 PS 027 391

Minnesota Kids: A Closer Look. 1998 Data Book.

SPONS. AGENCY- Children's Defense Fund-Minnesota, St. Paul.; Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 98

NOTE- 231p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Counties; Crime; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Foster Care; Incidence; Mortality Rate; *Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems

IDENTIFIERS- Arrests; *Indicators; *Minnesota; Out of Home Care; School Lunch Program; Vaccination

This Kids Count data book examines statewide trends in the well-being of Minnesota children during the 1990s. The statistical portrait is based on 11 indicators of well-being: (1) child poverty rate; (2) percent of children receiving Aid to Families with Dependent Children; (3) percent receiving free or reduced-price school lunches; (4) teen birth rate; (5) percent born at low birthweight; (6) percent not immunized by age 2; (7) school dropout rate; (8) percent arrested for violent crime; (9) child abuse and neglect rates; (10) percent in out-of-home placements; and (11) child violent death rate. Following an introduction outlining the major findings and providing guidance on interpreting the tabular information, Section 1 of the data book presents state and regional findings for each indicator for this decade, briefly discusses trends in Minnesota, delineates racial differences for each indicator, and discusses prevention and treatment options. Section 2 contains statewide and county profiles, including trends in the

III); (3) "Education and the Law: Implications for American Indian/Alaska Native Students" (Linda Sue Warner); (4) "Culturally Appropriate Curriculum: A Research-Based Rationale" (Tarajean Yazzie); (5) "Teaching through Traditions: Incorporating Languages and Culture into Curricula" (Linda Skinner); (6) "The Native American Learner and Bicultural Science Education" (Gregory A. Cajete); (7) "Student Assessment in Indian Education or What Is a Roach?" (Sandra J. Fox); (8) "Effective Counseling with American Indian Students" (Deborah Wetsit); (9) "The Role of Social Work in Advancing the Practice of Indigenous Education: Obstacles and Promises in Empowerment-Oriented Social Work Practice" (Michael J. Yellow Bird, Venida Chenault); (10) "American Indians and Alaska Natives in Higher Education: Promoting Access and Achievement" (D. Michael Pavel); (11) "Tribal Colleges: 1968-1998" (Wayne J. Stein); (12) "The Vanishing Native Reappears in the College Curriculum" (Clara Sue Kidwell); and (13) "Research To Support Improved Practice in Indian Education" (Karen Gayton Swisher, John W. Tippeconnic III). Contains references in each chapter and an index. (SV)

ED 427 903 RC 021 799

Lomawaima, K. Tsianina
The Unnatural History of American Indian Education.
PUB DATE- 99
NOTE- 30p.; Chapter 1 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *American Indian Education; *American Indians; Boarding Schools; Colonial History (United States); *Colonialism; Cultural Images; *Educational Discrimination; Educational History; Elementary Secondary Education; Racial Bias; Relocation; *Stereotypes
IDENTIFIERS- *Cultural Hegemony; Historical Distortion; Missionaries

A critical examination of the colonial education of American Indians unearths the roots of many stereotypical beliefs about the culture and capabilities of Native Americans. Deep-seated ideas and practices that were accepted as natural by past colonizers continue to undergird contemporary stereotypes about American Indians. The tenets of colonial education were not based on natural truths but were culturally constructed to serve specific agendas of the colonizing nations. These tenets were that Native Americans were savages and had to be civilized; that civilization required Christian conversion; that civilization required subordination of Native communities, frequently through resettlement; and that Native peoples had mental, moral, physical, or cultural deficiencies that made certain pedagogical methods necessary for their education. Each of these tenets is analyzed along with its legacies in today's classrooms and communities. Particular attention is given to the repeated relocations of Native communities, children, workers, and families under the political control and legal jurisdiction of the colonizing nations, and to the special pedagogical methods used to overcome Native peoples' "deficits." Contains 94 references and notes. (SV)

ED 427 904 RC 021 800

Tippeconnic, John W., III

in that many rural school reform initiatives are dependent on the professional involvement of people knowledgeable about the local culture and environment. In-depth cross-cultural orientation and mentoring programs are needed by all teachers new to rural Alaska. The internship period could include such activities as a cultural orientation program in a week-long camp with local Elders as instructors; pairing each new teacher with an Elder in the community and a respected experienced teacher in the school; and a program of study based on the "Alaska Standards for Culturally Responsive Schools." (CDS)

ED 427 920 RC 021 821

Child, Brenda J.
Boarding School Seasons: American Indian Families, 1900-1940.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; American Indian History; *Boarding Schools; Chippewa (Tribe); Educational History; Educational Policy; Educational Practices; Elementary Secondary Education; Federal Indian Relationship; Letters (Correspondence); *Parent School Relationship; Parent Student Relationship; Resistance (Psychology); *School Culture; *Student Experience; Vocational Education
IDENTIFIERS- Homesickness

This book draws on hundreds of letters by students, parents, and school officials to explore American Indian, specifically Ojibwa, perspectives of the boarding school experience in the period from 1900-1940. The three institutions studied are Haskell Institute (Kansas), Flandreau School (South Dakota), and Pipestone School (Minnesota). Chapter 1 gives a brief history of Indian boarding schools. Chapter 2 reviews how Indians were defrauded into poverty, leaving boarding schools the only option for Indian parents who wanted their children's basic needs met. Chapter 3 describes the most objectionable acculturation tactics, such as name changes, hair cuts, and uniforms, and the often poor conditions at the schools. In 1928, the Meriam Report confirmed parents' complaints, finding that the government boarding schools were inadequate and overcrowded; they needlessly separated families; and students were often malnourished, sick, insufficiently clothed, overworked, harshly punished, and poorly trained. Chapter 4 addresses the homesickness that resulted from the assimilationist policy of keeping students at school until their terms of study had expired. Chapter 5 describes how tuberculosis, trachoma, and other serious diseases flourished in the overcrowded schools, and were carried to the reservations by returning students. Chapter 6 relates how so-called vocational education was actually labor for the school and left little time for academic education. The "outing program," touted as vocational education, was a plan for hiring out boys for odd jobs and girls for domestic service. Reforms following the Meriam Report resulted in improved vocational training. Chapter 7 describes running away as a common reaction to school inadequacies, and the harsh measures schools used to combat it. The postgraduate lives of boarding school students are examined in the conclusion. Four appendices cover enrollment statistics (Red Lake students who attended nonreservation schools circa 1929; Flandreau enrollment figures, 1893-1939; Flandreau enrollment distributions by tribe and state, 1937-38; and Haskell Institute cemetery burials by issues, and cultural and linguistic rights in India, Colombia, Namibia, Tanzania, Venezuela, Cambodia, Malaysia, Kenya, Mexico, Ecuador, Philippines, Thailand, and Nicaragua. (SV)

ED 427 938 SE 060 522

A High-School Science Lesson with Barbara Neureither. School Development Library Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 0p.; Brief manual accompanies videotape.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Faculty Development; High Schools; *Lesson Plans; Microbiology; Science Activities; *Science Instruction; *Secondary School Science; Teaching Methods; *Videotape Recordings
IDENTIFIERS- Yeast

Barbara Neureither is a high school science teacher at Holt High School in Holt, Michigan. The philosophy of her science department is "more is less," which means that the most important concepts are identified and taught in greater depth. Science is taught using a constructivist approach that allows students to construct their own knowledge. In this videotape, Ms. Neureither demonstrates her philosophy and instructional approach by posing the question "Does yeast make pizza dough rise?" She begins the lesson with a review of data the students have gathered. The students formulate a hypothesis, then generate ideas on how they could design experiments to test their hypothesis. After brief discussions, the students break into groups to design and carry out their experiments. The class ends with Ms. Neureither again bringing the class together to share their observations and results. (AA)

ED 427 939 SE 060 523

A First-Grade Math Lesson with Sue Gehn. School Development Library Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 0p.; Brief manual accompanies videotape.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Elementary School Mathematics; *Faculty Development; Grade 1; *Lesson Plans; Mathematics Activities; *Mathematics Instruction; Primary Education; Teaching Methods; *Videotape Recordings

Sue Gehn teaches first grade at Cottage Grove Elementary School in Cottage Grove, just outside of Madison, Wisconsin. She achieves excellence in mathematics by applying the concepts of Cognitively Guided Instruction (CGI).The CGI approach is a philosophy founded on the notion that teachers must assess, and understand, the present knowledge that students have in order to make effective instructional decisions. In this videotape, Ms. Gehn puts into action the Cognitively Guided Instructional approach to learning math. She provides her students with a real-world addition problem to solve. Students are allowed ample time to devise a way to represent and solve the problem. They are very creative in their solution strategies. After the students complete the problem, they share their problem

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Endangered Species; *Environmental Education; Hands on Science; Middle Schools; *Outdoor Education; Parks; Science Activities; Student Research; Water Resources; Wilderness; Wildlife
IDENTIFIERS- *Texas (Hill Country)

Texas Hill Country is a land of fresh water springs, stony hills, and steep canyons and home to many rare plants and animals. Six activities for grades 3-5 and six activities for grades 6-12 are contained in this guide. Elementary activity highlights include using "The Lorax" by Dr. Seuss to stimulate critical thinking about environmental problems and endangered species. Highlights for middle and high school student activities include student-led research of suggested topics concerning conservation of rare resources in Hill Country. Each activity contains some or all of the following: background information, questions, objectives, materials, procedures, and evaluations where appropriate for the teacher. Contains student worksheets and teacher pages. (SJR)

ED 427 964 SE 062 264

Lennex, Lesia C.
"Distance Education for Newbies".
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; *Distance Education; Higher Education; Internet; *Nontraditional Education; Science Education; *Teaching Methods; *Technology

This paper discusses the effectiveness of distance education at Morehead State University. Distance education, which operates via fiber optic telecommunications, has been delivered to as many as 18 sites. Twenty-three faculty and 622 students have participated in this program. The technologies used to present information include full motion video and audio, voice-activated or push-to-talk microphone, and a touch-controlled computer panel. A site facilitator and instructor control the delivery of course content. Internet-based courses are also offered via an Internet classroom assistant called Course Info. Challenges faced by this method of teaching include sending e-mail attachments, reading files, and using the Internet effectively. The paper concludes that the advantages of distance learning overall outweigh the disadvantages. (CCM)

ED 427 965 SE 062 266

Jewett, Frank
Courseware for Remedial Mathematics: A Case Study in the Benefits and Costs of the Mediated Learning System in the California State University.
SPONS. AGENCY- State Higher Education Executive Officers Association.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English

the areas of social studies and history. It also provides a rationale for using oral history in classrooms with language minority students, offering examples from an oral history project being carried out with an extended Puerto Rican family to demonstrate the potential for such an approach. The oral history approach allows students to practice their oral skills in both languages, improves writing skills since students need to transcribe the oral tapes and summarize what is important, and enhances their knowledge of historical concepts because they can relate these concepts to real information from their own families or community. (Contains 16 references.) (BT)

ED 427 983   SO 028 686

Haynes, Stephen R.
Holocaust Education and the Church-Related College: Restoring Ruptured Traditions. Contributions to the Study of Religion, Number 49. Christianity and the Holocaust--Core Issues.
PUB DATE- 97
NOTE- 185p.; Foreword by Franklin H. Littell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anti Semitism; *Christianity; *Church Related Colleges; Church Role; Ethnic Groups; Global Education; Higher Education; *Jews; Parochial Schools; Private Education; *Religion; *Religion Studies; Religious Education; State Church Separation; World War II
IDENTIFIERS- *Holocaust

This book presents a theoretical and practical discussion of how teaching the Holocaust in Christian colleges may serve to reunite the truth and values in Christian faith with the liberal arts, thereby advancing the total educational commitments of the Christian college. By developing programs of Holocaust education, the colleges can begin to restore the ruptured traditions they have inherited as well as contribute to educating students who can embrace the never-ending task of "tikkun olam," the mending of the world. The book is divided into two parts with seven chapters. Part 1, "Exploring Our Traditions," includes: (1) "Holocaust Education in America: Reviewing, Assessing, Imagining"; (2) "The Church-Related College: Identifying the Tradition, Privileging the Tradition"; and (3) "Ordinary, Educated Men: The Holocaust and the Liberal Arts Ideal." Part 2, "Restoring Our Traditions," includes: (4) "The Long Journey: The Holocaust and the Christian Scholar"; (5) "The Postmodern Challenge: The Holocaust and Higher Education in the Twenty-first Century"; (6) "Toward Effective Holocaust Education: Challenges and Strategies"; and (7) "A Radical Proposal for Holocaust Education." The appendix includes "A Survey of Holocaust Education at American Church-Related Liberal Arts Colleges." An extensive bibliography concludes the volume. (EH)

ED 427 984   SO 028 715

Morimoto, Toyotomi
Japanese Americans and Cultural Continuity: Mainstreaming Language and Heritage. Studies in the History of Education Series, Volume 5. Garland Reference Library of Social Science Series, Volume 990.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English

of articles in the bibliography are given in the original language. If the original language is English, French, or German, no translations are provided, but in the case of other original languages, a translation of the title into English is added in square brackets. The bibliography contains over 600 citations. (Author/LB)

ED 428 003 SO 029 544

Virginia/United States Government Program of Studies.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; High Schools; *Political Science; Public Schools; Social Studies; *State Government; *United States Government (Course); Units of Study
IDENTIFIERS- *Virginia

This Program of Studies (POS) outlines the Fairfax County (Virginia) instructional program for the subject area of Virginia/United States government. Noting that it has long been recognized since the founding of the nation that the general education of society has, at its core, a "civic mission," the POS aims to educate students about citizenship and inspire their active participation in the U.S. political system. It describes the curriculum content and identifies essential knowledge and skills of the program. Some of the topics explored in the classroom are: "Civic Life"; "Political Culture"; "Principles of American Constitutional Government"; "Public Policy"; "Civil Liberties and Civil Rights"; and "Skills for Participating in Civic Life." The Virginia/United States Government POS includes the seven components found in every Fairfax County Public School Program of Studies: (1) "Introduction"; (2) "Standards, Benchmarks, and Indicators"; (3) "Assessment"; (4) "Resources"; (5) "Adaptations To Accommodate Student Needs"; (6) "Model Lessons and Projects"; and (7) "Appendix." (BT)

ED 428 004 SO 029 596

Engel, Michael
The Meanings of Civic Education: Theoretical Perspectives on Classroom Practice.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; *Democracy; Educational Objectives; Elementary Secondary Education; Higher Education; Political Issues; Social Studies
IDENTIFIERS- *Civic Values; Dewey (John); Equality (Social)

This paper claims that if educators are to make logical and consistent decisions about what methods of civic education they wish to employ, a debate over the goals of civic education needs to be apparent. The meanings of concepts that are at the heart of any civic education curriculum are in fact themselves contested. Much has been written about different kinds of creating the master narrative, so that the analyst (an outsider) must identify the value-laden and various interpretations of those insiders, studying policies from the inside, uncovering evaluative presumptions and "policy makers theoretical premises and actions." Feminist theory-driven questioning will not only inform gender equity issues, it will expand the questions, models, and methods--demonstrating openings for a rich and democratizing agenda for education policy analysts to embrace, demanding that these issues be included in all policy analyses: gender, the public sphere and master narratives; counter-publics' policy issues; state intervention; "outing" symbolic policy and simplistic tendencies; the historical and comparative perspective and the effects of political/economic shifts; moving beyond essential labels; and critiquing bureaucracy, leadership, power, and community. To expand research methodologies, feminist theory-driven questions must be employed. (Contains 12 notes and 68 references.) (BT)

ED 428 023 SO 029 964

Women Putting Our Stamp on America: Biographies and Activities for National Women's History Month, March 1999.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Biographies; Class Activities; Elementary Secondary Education; *Females; *Recognition (Achievement); Social Studies; *United States History
IDENTIFIERS- Collecting (Hobby); Exemplars of Excellence; *Postage Stamps; *Womens History Month

This booklet, intended for use by educators and by workplace and community organizers, introduces women who have been featured on U.S. postage stamps as well as a few of the women who clearly merit such honor in the future. Postage stamps featuring women have been relatively few and far between and have only skimmed the surface of U.S. women in history. This booklet contains more than 40 biographies of exemplary women, including Jane Addams, Juliette Low, Clara Barton, Rachel Carson, Willa Cather, Amelia Earhart, "Ma" Rainey, Eleanor Roosevelt, Sacajawea, Sojourner Truth, and Mildred "Babe" Didrikson Zaharias. The booklet also contains 12 suggestions for classroom activities and information on how to nominate other U.S. women for commemorative postage stamps. A sample stamp design and a "matching" game also are featured. (BT)

ED 428 024 SO 029 981

Africans in America: America's Journey through Slavery. Teacher's Guide.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 98
NOTE- 37p.; The television series to which this guide applies premiered on October 19-22, 1998 and was rebroadcast during February 1999. Additional sponsors include Bankers Trust, the Fannie Mae Foundation, Ford Foundation, the John D. and Catherine T. MacArthur Foundation, the Rockefeller Foundation, Stratford Foundation, and the Corporation for Public Broadcasting.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporal Punishment; Discipline; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; Personality Traits; *Student Attitudes; Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- Turkey

This study examined the opinions of 170 Turkish elementary students in grades 6-8 about what makes a good teacher. Students completed surveys that asked about how they would describe a good teacher, what a teacher should do to be good, and what they would do and would not do if they were good teachers. Questions were open-ended to elicit student opinions. Data analysis found that three major themes emerged from the responses. The most prevalent theme throughout the comments related to teacher-student relationships. Beating was the most frequently mentioned topic within the teacher-student relationship. The second most frequently mentioned theme was teacher personality (e.g., kindness and friendliness). The most common definition statements related to instruction included teaching well and at students' levels, explaining subject matter clearly, repeating subject matter when necessary, answering and encouraging questions, asking student opinions, teaching new ideas and useful skills, focusing on the lesson, asking easy questions in exams, not giving too much homework, giving breaks, and making lessons fun. (Contains 28 references.) (SM)

ED 428 043 SP 038 325

Chiu, Ming Ming
Teachers Effects on Student Motivation during Group Work: Activity and Intervention Level Analyses.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Algebra; Cooperative Learning; Grade 9; High Schools; *Mathematics Achievement; Mathematics Education; Problem Solving; Secondary School Mathematics; *Secondary School Teachers; *Student Motivation; *Teacher Influence; *Teaching Assistants

This study investigated how different components of teacher/teaching assistant interventions improved or reduced student motivation. The study was part of a larger project in which ethnically diverse students were videotaped during their 5 algebra classes for 6 weeks in their urban public high school. A total of 40 students (10 groups of 4) from 5 different classes were videotaped while collaboratively solving an algebra problem. Two teachers and three teaching assistants (TAs) taught the classes. They allowed the groups of students to work on the problem for 20 minutes, monitoring their progress with occasional interventions. Researchers coded all speaker turns and the resulting information. Data analysis indicated that teacher/TAs significantly affected student motivation. At the activity level, higher student motivation increased collaborative problem solving success. At the intervention level, student-initiated interventions, teacher/TA support, criticism, questions, closed questions, and compliments all increased student motivation (showing the upon the listservs, engaging in meaningful discussion and reflection with their peers and supervisors. Research is beginning to accumulate on the use of e-mail in a variety of settings, including teacher education. The research suggests that there is still a need for face-to-face interaction, and depersonalization is a risk of using the Internet, but it also has many advantages (e.g., a convenient means of professional exchange for student teachers and their mentors). (SM)

ED 428 061 SP 038 346

Lytle, Leslie A.
Nutrition Education for School-Aged Children: A Review of Research.
PUB DATE- 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Change; *Comprehensive School Health Education; Elementary Secondary Education; Family Involvement; Health Promotion; *Nutrition Instruction; Program Evaluation; Student Behavior
IDENTIFIERS- *Health Behavior

This review of research on nutrition education for school-aged children includes 17 articles published since 1980 and not included in two previous reviews (13 school-based and 4 outside of school). School-based studies included families and home environments, program institutionalization, using computer systems, knowledge-based studies, and studies of other school- and classroom-based nutrition education. The outside-of-school studies emphasized targeting families and knowledge-based programs. This review summarizes study findings; discusses advances since the last review (gains in nutrition education for school-aged children and nutrition education needs); and notes implications for nutrition education policy, research, and program implementation (what components of nutrition education programs are most effective in achieving behavior change and how to maximize the implementation and institutionalization of nutrition education programming). The report notes there have been significant advancements in the field since 1980. There are increasing numbers of such programs being evaluated in multi-ethnic groups, and the study of family influence is increasing. Researchers now know that nutrition education can impact student knowledge acquisition, and behavior change is possible. Behaviorally based programs with a theoretical basis are the most effective for achieving behavior change. The report discusses issues that pose important questions and challenges and examines various questions on how to implement and institutionalize effective nutrition programs for school-aged children. (Contains 113 references.) (SM)

ED 428 062 SP 038 348

Wachter, Joanne C.
Sweating the Small Stuff: Answers to Teachers' Big Problems.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

avoided in practice, since common software can provide the necessary information. An appendix contains the Statistical Package for the Social Sciences syntax file. (Contains 3 tables and 13 references.) (SLD)

ED 428 081 TM 029 481

Henson, Robin K.
An Illustration That There Is a Multivariate Parametric General Linear Model: Canonical Correlation Analysis.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Effect Size; *Heuristics; *Multivariate Analysis; Tables (Data)
IDENTIFIERS- *General Linear Model; Parametric Analysis; Statistical Package for the Social Sciences; Variables (Mathematics)

This paper illustrates how canonical correlation analysis can be employed to implement all the parametric tests that canonical methods subsume as special cases. The point is heuristic: all analyses are correlational, all apply weights to measured variables to create synthetic variables, and all yield effect sizes analogous to "r" squared. An appendix contains the Statistical Package for the Social Sciences command syntax for the analyses. (Contains 12 tables and 25 references.) (Author/SLD)

ED 428 082 TM 029 482

O'Connor, C. Richele
The Development of a Rating Scale: Documentation and Nongraded Multiage Programs.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Documentation; *Elementary School Teachers; *Mixed Age Grouping; *Nongraded Instructional Grouping; Primary Education; *Rating Scales; Reliability; Student Evaluation; *Test Construction; Validity
IDENTIFIERS- Alpha Coefficient

The purpose of this study is to establish internal consistency and validity on a survey instrument that has resulted from previous research which examined the perceptions of six teachers as they engaged in the implementation of a nongraded, multiage continuous progress primary program. The need for documentation of student progress was identified by the previous study, and the content of the resulting rating scale represents the perceived benefits of nongradedness. Since the previous research also identified challenges with assessment and the school administration, the rating scale measuring eight different categories was developed to offer teachers of multiage students documentation of the progress students make

(Michael Mumper); (5) "The Changing Characteristics of Undergraduate Borrowers" (Kenneth E. Redd); (6) "The New Politics of Higher Education" (A. Clayton Spencer); (7) "Merit-Based versus Need-Based Aid: The Continual Issues for Policymakers" (Joseph D. Creech and Jerry Sheehan Davis); (8) "Student Aid after Tax Reform: Risks and Opportunities" (Thomas J. Kane); (9) "State Policy Response to the Taxpayer Relief Act of 1997" (Kristin D. Conklin and Joni E. Finney); (10) "Crisis or Convenience: Why Are Students Borrowing More?" (Jacqueline E. King); and (11) "Financial Aid Is Not Enough: Improving the Odds for Minority and Low-Income Students" (Lawrence E. Gladieux and Watson Scott Swail). (Individual chapters contain references.) (DB)

ED 427 631 HE 031 886

Schwartz, Merrill Pellows
A National Survey of Presidential Performance Assessment Policies and Practices. AGB Occasional Paper No. 34.
PUB DATE- 98
NOTE- 24p.; For related reports, see HE 031 887-889.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; *Board Administrator Relationship; *College Presidents; *Evaluation Methods; Governance; *Governing Boards; Higher Education; National Surveys

This report presents results of a national survey of college president assessment policies and practices and describes a "typical" presidential assessment process constructed from the most frequent survey responses. Respondents included 1,348 presidents and 535 board chairs. The typical assessment process lasted about a month; information was contributed only by trustees; the president prepared a confidential self-assessment statement; the board chair (and sometimes others) held confidential meetings with him and prepared a confidential, written summary of the assessment; the president had an opportunity to comment on the final draft; an oral report on the review was presented to the entire governing board; and the board typically rated the president's performance as "outstanding." The survey included questions that addressed policies, guidelines, and practices; the role of the president; the president and the board; outcomes reported by presidents and board chairs; and assistance for future reviews. Each of the survey questions is analyzed with a table showing answers for both public and private institutions. Also provided is information on the survey methodology, including data collection and the survey population. (Contains 38 references.) (DB)

ED 427 632 HE 031 887

Schwartz, Merrill Pellows
A National Survey of Board Performance Assessment Policies and Practices. AGB Occasional Paper No. 35.
PUB DATE- 98
NOTE- 21p.; For related reports, see HE 031 886-889.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; *Board Administrator Relationship; College Presidents; *Evaluation Methods; Governance; *Governing Boards;

IDENTIFIERS- Authorware; *Technology Utilization

The work described in this paper is part of a larger project, called InterQuest, which is dedicated to establishing effective models and methods for teaching using Internet technology, especially the World Wide Web. Features of two InterQuest projects, CalculusQuest and QuestWriter, are discussed. CalculusQuest is a first-term differential calculus course based entirely on the Web. It was developed around a set of performance objectives and in accordance with the principle that technology should serve pedagogy. QuestWriter is an environment for administrating and authoring general Web-based courses. QuestWriter includes tools for creating classes and setting up student authentication. It can record, evaluate, and react to the results of on- and off-line activities. It enables instructors to author and administrate question-based activities (for example, savable quizzes with feedback) and communication activities (pedagogically driven guided student exchanges). This paper focuses on those aspects of CalculusQuest and QuestWriter that use Web technology for specific pedagogic purposes. (Author/DLS)

ED 427 652 IR 019 171

Borkowski, Ellen Yu; Henry, David; Larsen, Lida L.; Mateik, Deborah
Supporting Teaching and Learning Via the Web: Transforming Hard-Copy Linear Mindsets into Web-Flexible Creative Thinking.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); College Faculty; Computer Software; *Computer Uses in Education; Distance Education; Educational Technology; Higher Education; Hypermedia; Information Technology; Instructional Design; *Material Development; *Teacher Developed Materials; Training; *World Wide Web
IDENTIFIERS- Authorware; HTML; *Support Services; University of Maryland College Park; Web Sites

This paper describes a four-tiered approach to supporting University of Maryland faculty in the development of instructional materials to be delivered via the World Wide Web. The approach leverages existing equipment and staff by the design of Web posting, editing, and management tools for use on the campus-wide information server, "inforM" (a central Web site), and training the trainer instructional modules. Key faculty and staff are identified, and assessment of skills and needs is conducted. Individualized support packages are designed using part, or all, of the four-tiered approach: (1) data entry, scanning, converting and formatting of documents; (2) short course training in the use of the Web and HTML, forms-driven posting and editing tools, and electronic publication and evaluation skills; (3) faculty-focused training and mentoring in instructional technology and pedagogy; and (4) integrated use of cutting edge teaching theaters with continuous instructional technology support staff. (Author/DLS)

ED 427 653 IR 019 172

Brusilovsky, Peter; Schwarz, Elmar; Weber, Gerhard evolving role during the course of the class is also discussed. (DLS)

ED 427 672 IR 019 191

Price, Sarah; McAndrew, Patrick; Rist, Roger; Mayes, Terry; Bonharme, Eric; Land, Ray; Cuttle, Mary; Haywood, Jeff; MacLeod, Hamish
The MARBLE Project: A Collaborative Framework for Educational Courseware Design.
PUB DATE- 96
NOTE- 8p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Consortia; Cooperative Programs; *Courseware; Distance Education; Educational Technology; Financial Support; Foreign Countries; Higher Education; Hypermedia; Information Technology; *Instructional Design; *Intercollegiate Cooperation; *Material Development; Online Systems; *World Wide Web
IDENTIFIERS- Resource Based Learning; Scotland

The MARBLE Project is a collaborative venture that provides on-line resource-based learning materials to students at three higher education institutions in Scotland. As per capita funding from central government decreases without a decline in graduate quality, new methods are sought in universities to cope with this challenge. This paper discusses the collaborative beginnings and implementation of MARBLE and then focuses on one of the 10 components of the range of on-line courseware, the Computers in Teaching and Learning subproject. The extent to which MARBLE's collaborative nature causes efficiency gains while enabling the student to advance in the learning process is assessed. Topics covered include: background, including the use of the Metropolitan Area Networks (MANs) in Scotland for effective courseware design and dissemination across the World Wide Web; the collaborative framework; convincing the teachers; the core problems associated with effective distributed courseware design; maintaining standards on a decreased budget; innovative use of resources; and feedback and analysis, including results of a questionnaire aimed at student and tutor participants. An extract from a HyperNews session is included. (Author/DLS)

ED 427 673 IR 019 192

Thomson, Judi R.; Cooke, John E.; Greer, Jim E.
The MicroWeb Toolkit: Bringing the WWW to the Classroom.
PUB DATE- 96
NOTE- 7p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Classification; *Computer Software; Computer Software Development; Computer Uses in Education; Databases; Educational Technology; Elementary Secondary Education; *Hypermedia; Information Management; Multimedia Instruction; *Multimedia Materials; Navigation

education coursework to in-service teachers in rural communities throughout southern Indiana, is described, and some of the obstacles and limitations involved in promoting ownership in courses delivered at a distance are considered. Alta Vista Forum, a World Wide Web-hosted, asynchronous, text-based conferencing system that incorporates two key elements for discussion--"forums" (collections of related information or resources that allow learners to interact on key issues and course concepts with other class members) and "teams" (shared environments in which select groups of class members can work together on designated tasks)--is described. Some features of Alta Vista Forum that are critical to promoting ownership are highlighted. Applying Web conferencing to distance education is addressed, focusing on the following three kinds of interaction required of CTEP students: posting examples from assigned projects, discussing course content, and consulting with peer teams. (Contains 12 references.) (AEF)

ED 427 692 IR 019 243

Clyde, Stephen W.; Hirschi, Gregory W.
Interactive Display of High-Resolution Images on the World Wide Web.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Computer Oriented Programs; Computer Software Development; *Computer System Design; Evaluation Criteria; Higher Education; Information Management; Information Technology; Interaction; User Needs (Information); *Visual Aids; *World Wide Web
IDENTIFIERS- *Client Server Computing Systems; *Digital Imagery; Interactive Systems; Utah State University

Viewing high-resolution images on the World Wide Web at a level of detail necessary for collaborative research is still a problem today, given the Internet's current bandwidth limitations and its ever increasing network traffic. ImageEyes is an interactive display tool being developed at Utah State University that addresses this problem by integrating caching, compression, and transmission techniques and performing global optimization across these techniques. It is an interactive image display facility that allows Web users to explore high-resolution images in near real-time without upgrading their computers or networks. Although much of ImageEyes is based on existing technology, it employs several innovations, including a three-dimensional, hierarchical cache and a data striping technique that tolerates lossy transmission without significant degradation to the user's view. This paper describes: the ImageEyes architecture, including Web components and protocols, client software, user interface, client's cache, and server's image processor; an operational overview; performance evaluation; and related work. A figure presents a high-level view of ImageEyes' architecture. (Author/AEF)

ED 427 693 IR 019 244

Comeaux, Patricia; Huber, Richard; Kasprzak, James; Nixon, Mary Anne the "Get Lost in Hyperspace" problem, learning support approaches, and current work on hypermedia exploration aids. A history visualization tool (HiVis) is presented. The HiVis user interface and three types of visualization that are not currently implemented in standard Web browsers are described: (1) time sequential representation with contextual information; (2) structural representation; and (3) superposition on an overview diagram. A preliminary evaluation of HiVis is summarized; results indicate that the history visualization is informative for learners. Figures present the HiVis interface, a time sequential representation, structural representation, and superposition representation. Contains 11 references. (Author/AEF)

ED 427 711 IR 019 262

Kuntz, Gilles
Dynamic Geometry on WWW.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; Computer Assisted Instruction; *Computer Graphics; Computer Oriented Programs; *Computer Software Development; Geometric Concepts; *Geometric Constructions; Geometry; Mathematics Instruction; *World Wide Web
IDENTIFIERS- *Computer Animation; *Dynamic Simulation; Java Programming Language

The first section of this paper on World Wide Web applications related to dynamic geometry addresses dynamic geometry and teaching, including the relationship between dynamic geometry and direct manipulation, key features of dynamic geometry environments, the importance of direct engagement of the learner using construction software for manipulating geometrical objects, and the Cabri-geometry multilingual software. The second section focuses on methods for managing the benefits of geometry on the Web and disadvantages of these methods. Software options for adding dynamic geometry animations to Web pages are discussed in the next section. The fourth section describes the Cabri-Java project, which is developing a Java applet for bundling all the advantages of dynamic geometry in active figures; in its current preliminary version, the Cabri-Java applet allows the placement of active figures in Web pages in which the user can drag geometrical objects while preserving the geometrical properties defined in their creation. The paper concludes with a summary of future work. Three figures present a Cabri-geometry software screen, a Cabri-Java applet, and a Cabri-Java optical example. (AEF)

ED 427 712 IR 019 263

Langenbach, Christian; Bodendorf, Freimut
An Education Broker Toolset for Web Course Customization.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

the documents using Standard Generalized Markup Language (SGML) is discussed. Next, specifications for structured documents corresponding to didactic texts and questionnaires are presented; examples of two Document Type Definitions (DTDs)--Teaching Material Markup Language (TMML) and Questionnaire Markup Language (QuestML)--are included. The HyperBuilder and QuestBuilder software tools for the authoring and presentation of those documents are then discussed. The paper concludes with a discussion of related work and next steps of this research. Six figures present a diagram of the target environment, the TMML DTD, the QuestML DTD, the architecture of the components, the HyperBuilder interface, and the QuestBuilder interface. (Author/AEF)

ED 427 730 IR 019 281

Reeves, Thomas C.; Dehoney, Joanne
Cognitive and Social Functions of Course Web Sites.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; College Faculty; *Computer Uses in Education; Content Analysis; Conventional Instruction; Course Content; Higher Education; Interviews; Material Development; Qualitative Research; Role; Social Influences; Tables (Data); Teacher Attitudes; *Teacher Developed Materials; Use Studies; *World Wide Web
IDENTIFIERS- Learning Environments; *Technology Role; Technology Utilization; University of Georgia

The work reported in this paper is part of an ongoing qualitative study of faculty uses of the Internet at the University of Georgia. The goal of the study is to categorize the functions of "class pages" (i.e., World Wide Web sites that have been personally developed by instructors to support traditional face-to-face classes) from both researcher and faculty perspectives. Using a qualitative content analysis approach, the functions of 25 publicly accessible class Web sites were analyzed. The following functions were identified: course management, instructional text, instructional graphics, Internet resources, software, and communication. A subset of five Web site authors were then interviewed. It was found that: all sites performed course management functions valued by instructors; a small subset also demonstrated easily implemented, successful, and pedagogically interesting uses of the Web; and pages in the sample conveyed implicit and explicit social information to students about the class and instructor through four primary channels. A graph of the class Web page functions is included. Three tables present data on: cognitive aspects of learning environments represented in class Web pages; socialization strategies found within class pages; and profiles of interviewed instructors. (Author/AEF)

ED 427 731 IR 019 282

Rodriguez, Blanca; Perez, Maria Angeles; Verdu, Maria Jesus; Navazo, Maria Agustina; Lopez, Ricardo; Mompo, Rafael; Garcia, Joaquin
Virtual Class: Distance Learning for Small and Medium Sized Enterprises in the Spanish Region of Castilla y Leon.

ED 427 751 IR 019 305

Willome, Mike
Increasing the Usage of a School District Web Site by Training Staff and Community Members in Its Use and Development.
PUB DATE- 98
NOTE- 95p.; Ed.D. Practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Computer Mediated Communication; *Design Preferences; Elementary Secondary Education; Focus Groups; Guidelines; Information Systems; Interaction; *Public Schools; Publicity; Questionnaires; *School Districts; School Surveys; Strategic Planning; Systems Development; Tables (Data); Training; Use Studies; Users (Information); *World Wide Web
IDENTIFIERS- Home Pages; Interactive Systems; *Technology Utilization; Web Pages; *Web Sites

This goal of this project was to create a public school district World Wide Web site that staff and community members would use more frequently. The project included three solutions. First, 33 one-on-one and small-group training sessions were conducted to increase awareness and improve Web services. A Web-site advisory committee, which developed Web site guidelines and provided continual input and feedback to the development of the Web site, was facilitated. Second, staff formed a Web-site team to collaborate in management, promotion, and demonstration of the Web site. A new data projector was used to demonstrate the site for school and community groups. Promotional efforts also included integration of the site's URL into a variety of district and community publications. Third, Web-page training was provided to staff at 33 schools and district offices. Staff usage of site features increased based on a comparison of results of 1997 and 1998 surveys. Based on focus group research, the district launched a reorganized Web site in February 1998. An increase of 441.8% user sessions was recorded from February 1 to October 3, 1998. Web design reflected the open communications system recommended by the district's strategic plan. At the end of the project, district offices and schools managed 378 Web pages, an increase of 48.8%. Four appendices contain staff Internet surveys, Web-site guidelines, Web-page developer's orientation, and Web-page tutorial. (Contains 48 references.) (DLS)

ED 427 752 IR 019 403

Davies, Randall S.; Mendenhall, Robert
Evaluation Comparison of Online and Classroom Instruction for HEPE 129--Fitness and Lifestyle Management Course.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; *Distance Education; Educational Environment; Educational Quality; Educational Technology; Health Education; Higher Education; *Instructional Design; *Instructional Effectiveness; *Lecture Method; Physical Education; *Student Attitudes; Student Needs; Student Surveys; Tables (Data); Teaching

Chen, Ai Yen; Mashhadi, Azam
Challenges and Problems in Designing and Researching Distance Learning Environments and Communities.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Malaysian Educational Research Association (MERA) Conference (1st, Penang, Malaysia, April 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Networks; *Computer Simulation; *Distance Education; Educational Research; *Educational Technology; Foreign Countries; Higher Education; Instructional Design; Internet; *Online Systems; Research and Development
IDENTIFIERS- Technology Integration

The challenges and problems in both designing and conducting research on distance learning courses are considered in light of the present cyberspace revolution. This paper discusses: the future possibilities of Internet-based learning; assumptions of online courses which are usually embedded in constructivist and socio-constructivist theories and principles; differing presuppositions underlying Western and Eastern cultures; communication as a process of interpretation; possibilities of computer simulations; and the impact of the new technologies on the educational research community. Also described are examples from Singapore of online educational communities.
Recommendations for online instructional design and future research are also provided. (AEF)

ED 427 771 IR 019 426

Rampp, Lary C.; Guffey, J. Stephen
Technology Effect: The Promise of Enhanced Academic Achievement.
PUB DATE- 98
NOTE- 28p.; Paper presented at the annual Mid-South Educational Research Association Conference (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Uses in Education; Educational Practices; Educational Research; *Educational Technology; Futures (of Society); Instructional Effectiveness; Learning; Student Motivation
IDENTIFIERS- *Technology Role

The purpose of this paper is to examine the literature in regard to technology and its effect on learner academic achievement. It explores early assumptions and current academic practices, examines several seminal studies on technology effect, and looks at possible future directions for technology and learning research. The paper offers the following conclusions:
technology is a design science, not a natural science; if there is no relationship between technology and learning, it is because one has not yet been made. The near term future will integrate all of these separate technologies into one delivery mode, and if educators do not see, use or understand the links between technology and learning, they may find themselves on the "sidelines of their own game." Learning consists of active,

emphasis on current and popular fiction; "College Information on the Web," a demonstration about higher-education resources on the Web; and "Introduction to HTML," a three-part, hands-on introduction to the programming language. Includes further reading and resources with web site addresses. Contains an index. (AEF)

ED 427 790 IR 057 297

Smith, Mark
Internet Policy Handbook for Libraries. Neal-Schuman NetGuide Series.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Decision Making; Elementary Secondary Education; Higher Education; *Information Policy; Information Services; *Internet; Legislation; *Library Administration; *Library Policy; Library Services; Participative Decision Making; *Policy Formation; Public Libraries; School Libraries; Training

This book is intended to guide library administrators--directors and departmental managers in public, school, and academic libraries--through the many complex decisions inherent in managing public Internet access. The handbook systematically deals with each possible element of an Internet policy. It identifies the options available at each decision point, and explores the potential positive and negative impacts for each option. Chapter 1, "The Policy Development Process," and Chapter 2, "Linking the Internet to the Library's Mission," briefly review general principles of library policy development. Chapter 3, "Physical Location and Access Considerations," discusses basic physical considerations and logistics. Chapter 4, "Defining Acceptable Use," and Chapter 5, "Prohibited Uses and Their Consequences," focus on acceptable and prohibited uses, while Chapter 6, "Filtering Considerations," explores both sides of the filtering controversy, as well as what libraries are doing about it. Chapter 7, "Guided Use and Library Policy," deals with questions of how to handle training for Internet use in the library. Chapter 8, "Web Publishing Policies," is devoted to policies that govern the creation and placement of Web pages on the library server. Chapter 9, "Next Steps: After the Policy is Written," addresses steps to take after the policy is written. Each chapter includes relevant extracts from some policies and reproduces others in their entirety. Appendices provide sample public, academic and school library Internet policies; national and state library association policies; an Internet policy checklist; and an actual court case opinion. Contains an index. (AEF)

ED 427 791 IR 057 298

Mayo, Diane; Nelson, Sandra
Wired for the Future: Developing Your Library Technology Plan.
PUB DATE- 99
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Students; *Community Colleges; Educational Trends; Enrollment Trends; Grade Point Average; Higher Education; Public Colleges; *Student Characteristics

This dissertation investigates academic performance, persistence, and baccalaureate degree attainment patterns for 12,824 community college students who transferred with Associate in Arts (AA) degrees to a state university system during the 1991-92 academic year. Analyses focused on students' attributes, academic background, transition, adjustment, and integration into the university. Variables with a significant effect on at least one of the outcomes included: (1) gender; (2) birth year; (3) community college grade point average; (4) time gap between community college and university enrollment; (5) average university composite Scholastic Aptitude Test score; (6) term of entry; (7) first-term course load; (8) first-term change in grade point average; (9) number of requested degree changes; (10) and change of institution within the system. A prediction model was developed that accurately classified 69% of the AA transfers as: (1) students who attained the baccalaureate from the system during the specified time; (2) students who remained enrolled in the system at the end of the specified time; (3) nonpersisters who left the system in good academic standing; or (4) nonpersisters who left the system not in good academic standing and did not return to graduate or to remain enrolled at the end of the investigation. Information from this investigation may be used by educators to make appropriate adjustments on campus policies and practices and to design support systems that will enhance transfer students' educational attainment. Contains 24 tables and more than 300 references. (AS)

ED 427 810 JC 990 111

Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 1998.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Associate Degrees; *Community Colleges; Credit Courses; *Educational Certificates; *Enrollment Trends; Minority Groups; Statistical Data; *Student Characteristics; Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *Illinois Community College System

The 1998 annual report on schools in the Illinois community college system focuses on student enrollment and completion. Reported highlights in student enrollments for the 49-college system include: (1) nearly one million students were recorded in credit and non-credit courses, a 1.9% increase over 1997; (2) full-time equivalent enrollment in credit courses was 217,310; (3) females comprised 56.1% of the student population in credit-generating programs; (4) non-white students accounted for one-third of the credit students enrolled; (5) median age of credit-generating students was 27.4; and (6) three out of four credit students attended on a part-time basis during both the fall and spring semesters. Highlighted findings in student completion include: (1) more than 34,500 collegiate-level degrees and certificates were awarded, a 3.4% increase over 1997; (2) nearly 60% of all 1998 degrees and certificates were earned through completion of occupational programs; (3) 45.4% of the occupational degrees and certificates awarded were consisted of: (1) a teleconference introducing EAC telecast to 500 communities; (2) two regional conferences attended by representatives from 41 community colleges; (3) mentoring services to help these colleges implement and refine their projects; (4) resources, including NEH's Conversation Kit and newsletter; and (5) a national conference reconvening the 41 participating colleges to share results of the project's implementation. This document provides reports from each of the 41 participating community colleges on their experience with the EAC project, including a background description of the college, a plan for achieving EAC goals, and accomplishments in meeting those goals. The majority of the colleges named one or more of the following as barriers to American relations: race, ethnicity, religion (which can unite as well as divide), socioeconomic status, prejudices, neighborhoods, failure to communicate effectively, language, age, gender, and individualism. Paradoxically, and almost without exception, the participating colleges found that the ties that bind Americans together are our beliefs in and commitments to freedom and individualism, as well as common holidays, laws, government, sports, pop culture, political parties, concern for children, and food. Appendices include lists of participating colleges and project mentors, and six selected resources. (AS)

ED 427 829 JC 990 132

Miele, Carol A.
Orthography and English as a Second Language in a Community College Pre-academic Program.
PUB DATE- 98
NOTE- 201p.; Ed.D. Dissertation, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Educational Objectives; *English (Second Language); Instructional Design; Instructional Development; Instructional Effectiveness; *Language Skills; Learning Strategies; Linguistics; Second Language Instruction; *Spelling; Student Needs; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Orthography

This dissertation examines teaching and learning issues surrounding orthography in a community college setting. Spelling materials were designed in English and given to college-level English-as-a-Second-Language (ESL) students, with the goal of giving learners a means to integrate the experiences of speaking and writing English. Following an introduction to the study, section 2 of the dissertation contains a review of literature, focusing on linguistics foundations and pedagogical perspectives. Section 3, Methodology, covers learning materials and strategies developed for the study, a formative evaluation of participants (n=7), and data collection. Section 4, Instructional Content, explains lesson plans used in the research and supplemental class activities. Section 5 contains an analysis of student responses, with group and individual portraits and discussions on vocabulary, lesson design, and phonological issues. Section 6 presents major findings and pedagogical implications. The study reveals that students who have difficulty with English spelling respond positively to rule-based instruction aimed at increasing their understanding of the orthographic system. Findings also indicate that students with weak spelling skills also have limited phonological and lexical competence. Results highlight the need to address spelling in ESL classes. Appended are procedures for initial interview and interview

ED 427 848 PS 027 333

Halpern, Robert; Spielberger, Julie; Robb, Sylvan; Stevens, Rachel
Making the Most of Out-of-School Time. Executive Summary: Interim Findings from an Evaluation Conducted by Chapin Hall Center for Children at the University of Chicago.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 33p.; "With the assistance of Rachel Stevens."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; Child Welfare; Economically Disadvantaged; Elementary Education; Higher Education; *Low Income Groups; Parent Participation; Parent School Relationship; *Partnerships in Education; Poverty Programs; Program Evaluation; *School Age Day Care; School Community Relationship; Welfare Recipients; Welfare Services
IDENTIFIERS- University of Chicago IL

The University of Chicago's Chapin Hall Center for Children evaluated the progress of the Making the Most of Out-of-School Time (MOST) Initiative in Boston, Chicago, and Seattle. MOST's goals are to improve the supply, accessibility, affordability and quality of school-age care, especially for low-income children; and to strengthen the overall coherence of school-age care as a system. School-age care is defined as organized activities for children ages 5-14, especially for families in low-income communities, that occur during non-school hours, including before- and after-school programs, child care centers, summer programs, sports leagues, tutoring and mentoring programs, and cultural and arts programs. The goals of the evaluation included identifying the attributes/characteristics and supply of school age child care in each city, and assessing the effectiveness of the MOST strategies in each city. The interim findings of the Chapin Hall evaluation show that communities must develop a system that includes: (1) providers that offer direct services to children and families, intermediary organizations, and city and state agencies; (2) long term quality improvement of school-age care programs which includes technical assistance from outside the program, staff support, and parent involvement; (3) the role of private and public sector funding; and (4) the importance of diverse partnerships that bring together schools, community organizations, and the private sector. (JPB)

ED 427 849 PS 027 336

Thomas, Nancy G., Ed.
Society for Research in Child Development Newsletter, 1998.
PUB DATE- 98
NOTE- 49p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agenda Setting; Change Strategies; Child Advocacy; *Child Development; Child Development Specialists; Children; Educational Research; *Financial Support; Policy Analysis; *Policy Formation; *Professional Development; Public Policy; Strategic Planning
IDENTIFIERS- *Development Education; *Society for Research in Child Development

This document consists of the three 1998 issues of a newsletter disseminating information on the Society for Research in Child

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Aggression; *Classroom Environment; *Dance; Early Adolescents; Educational Planning; Educational Technology; Guns; Intermediate Grades; Junior High Schools; *Middle School Students; *Middle Schools; *Multicultural Education; Service Learning; Sexuality; Student Projects
IDENTIFIERS- *Advisory Systems; Learning Communities

This document consists of four issues of a newsletter for educators at the middle level. The issues each contain a main article, along with shorter articles and regular columns. The Fall 1997 issue focuses on basic habits of achievement; an additional article discusses building a middle school community. The vice president's column for this issue discusses using community projects that educate and entertain. The Winter 1997 issue's topic is "Dance as a Multicultural Artistic Experience." A sidebar discusses guns in school, while another article addresses planning for technology in tomorrow's schools. The vice president's column addresses ACEI (Association for Childhood Educational International) committee updates and future plans. The Spring 1998 newsletter focuses on defining and shaping a culture for the middle school classroom. A sidebar discusses selecting resources for multicultural education, and the executive director's column describes resources on ACEI's Web site. The Summer 1998 issue focuses on lessons learned from successful middle level advisory programs. A sidebar describes a study on factors that cause teens to engage in sexually aggressive behavior. The vice president's column discusses group projects in the classroom. All issues contain listings of new Web resources. (EV)

ED 427 868 PS 027 361

Kay, H. L.; Tett, Lynn; Martin, Ian; Munn, Pamela; Ranson, Stewart; Martin, Jane
Schools and Community Education for the Learning Age. Interchange No. 56.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Community Education; Community Role; Educational Objectives; Elementary Secondary Education; Foreign Countries; Program Effectiveness; Program Evaluation; *School Community Relationship
IDENTIFIERS- Scotland

This study examined the relationship between schools and community education in Scotland from September 1996 to April 1998, and provides a national overview and identifies examples of effective practice in collaboration and joint provision between schools and community education. The study was undertaken in two stages. The first stage provided a statistical overview and a map of local community education initiatives within the changing local authority contexts. Surveys were conducted with head teachers, schools and local authority chief executives and findings were used to map the different kinds of provision, collaboration and participation taking place in schools. The second stage studied links formed between the ten case-study schools and their local communities, 1990s, a brief description of each county, and a comparison of each county to the average. Findings indicate that there are several important areas where Minnesota children are not faring well: the percentage of children born at low birthweight is increasing, the percentage of low-income children has remained the same despite the 1990s economic boom, school dropout rates are unacceptably high, and the percentage of violent crimes committed by children continued to rise through 1995. The data book concludes with data notes and sources and a list of resources. (KB)

ED 427 887 PS 027 392

Child Abuse and Neglect: Protecting Massachusetts Children.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Change Strategies; *Child Abuse; Child Health; *Child Neglect; *Child Welfare; *Children; Demography; Social Indicators; Stress Variables; Violence; Well Being
IDENTIFIERS- Indicators; *Massachusetts

This Massachusetts Kids Count report focuses on child abuse and neglect in the state of Massachusetts and presents recommendations for alleviating stressors contributing to child maltreatment. The report presents incidence information and identifies the impact of child abuse on future risk status. In addition, the report differentiates the 12 Massachusetts cities/towns with the highest and lowest child maltreatment reporting rates with regard to factors associated with child maltreatment such as poverty and teen birth rate. The report describes how Massachusetts responds to reports of suspected and confirmed abuse and neglect cases. It also details strategies to alleviate the stressors contributing to child maltreatment in Massachusetts, including: (1) bringing children out of poverty; (2) enhancing efforts to address domestic violence; (3) incorporating strength-based family support as a child protection response; and (4) expanding the role of multidisciplinary assessment teams and including families in identifying needed supports. The report concludes with suggestions for citizen advocacy. (KB)

ED 427 888 PS 027 393

Who's Minding the Children? The State of Child Care in Massachusetts.
SPONS. AGENCY- Brandeis Univ., Waltham, MA. Florence Heller Graduate School for Advanced Studies in Social Welfare.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; Employed Parents; *Infant Care

Tribal Control of American Indian Education: Observations since the 1960s with Implications for the Future.
PUB DATE- 99
NOTE- 21p.; Chapter 2 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Culturally Relevant Education; Educational History; Educational Needs; Educational Trends; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; Higher Education; Tribal Sovereignty; *Tribally Controlled Education

This chapter discusses the history and nature of Indian control of Indian education since the 1960s and its implications for the future. Local or tribal control of education is a basic principle inherent in the sovereignty status of American Indian tribes, and is also essential to reclaim and strengthen Native languages and cultures that were long targeted for destruction by assimilative educational policies. Major steps in the development of contemporary Indian control included Great Society programs of the 1960s that focused on community development and action; establishment of Rough Rock Demonstration School and Navajo Community College--the first tribally controlled college; federal legislation of the 1970s-80s that supported tribal sovereignty and tribal control of education; and the growth and success of tribal schools and colleges in the 1990s. Several observations explain the meaning and significance of tribal control, differences between tribal control and Indian community control, the link between tribal control and self-determination, the recent nature of true tribal control, and developments across tribes. It is also important to understand that most Indian students attend public schools, and the federal government has major financial responsibility for Indian education, but Indian education is often not a priority at any level of the school system. Indian-controlled schools are successful, but challenges remain in the areas of funding, student performance, Indian cultures and languages in the curriculum, parental and tribal involvement, school facilities, Indian leadership and staffing, and accreditation. Contains 33 references and notes. (SV)

ED 427 905 RC 021 801

Warner, Linda Sue
Education and the Law: Implications for American Indian/Alaska Native Students.
PUB DATE- 99
NOTE- 29p.; Chapter 3 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Court Litigation; Courts; *Educational Legislation; Elementary Secondary Education; Equal Education; Federal Indian Relationship; *Federal Legislation; In Loco Parentis; *School Law; Student Rights; Trust Responsibility (Government)
IDENTIFIERS- *Supreme Court

This chapter provides an overview of federal education case law and legislation. Currently, there is no Supreme Court education tribal name on tombstone. Contains photographs, notes, a bibliography, and an index. (TD)

ED 427 921 RC 021 823

The Northeast Regional Center for Rural Development. Annual Report 1998.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Development; Conservation (Environment); Distance Education; *Economic Development; Health Programs; Land Use; Program Descriptions; Rural Areas; *Rural Development; *Rural Extension
IDENTIFIERS- *Northeast Regional Center for Rural Development

This annual report of the Northeast Regional Center for Rural Development (NERCRD) highlights the Center's activities, programs, projects, and publications for fiscal year 1998. NERCRD receives modest funding from the U.S. Department of Agriculture and other funds from private foundations. Funds are used to link rural development efforts of the 15 land grant institutions in the region. The region encompasses the District of Columbia and 12 states: Connecticut, Delaware, Massachusetts, Maryland, Maine, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia. The five goals that guided programming for 1998 include: (1) improving economic competitiveness and diversification; (2) supporting management and strategic planning for economic investment; (3) creating capacity through leadership; (4) assisting in family and community adjustments to stress and change; and (5) promoting constructive use of the environment. This report profiles 29 research and extension projects that address such areas as rural community development, rural poverty, distance learning, 4-H environmental programs, and sustainable development. Each profile includes contact information and Web addresses, where available. Contains author index and key word index. (CDS)

ED 427 922 RC 021 840

Jones, Rob, Comp.
ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, Florida, October 20-24, 1998).
PUB DATE- 99
NOTE- 116p.; For selected individual papers, see RC 021 841-846.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adventure Education; *College Programs; Higher Education; *Outdoor Education; Outdoor Leadership; Recreation; *Recreational Programs; Risk Management; Service Learning
IDENTIFIERS- *Outdoor Recreation

This proceedings of a conference on outdoor recreation and education contains conference papers and summaries of presentations and panel sessions. Following a summary of conference activities, the 14 entries are: "Working Together in Outdoor Programming: How Can It Work for You?" (W. T. Taylor, Jim Gilbert, Patsy Kott, Linda Potter-Rosenkrantz, Troy Young, Mary Neilson-Lassiter, Mitch Hoffman); "Risk Management Practices of University-Based Adventure Programs" (Todd M.

representation and solution strategy with the rest of the class. Next, Ms. Gehn has the students solve a sophisticated multiplication problem. The same instructional sequence is repeated as the students represent the problem, solve it, and share their strategies. (AA)

ED 427 940   SE 061 848

Owens, Douglas T., Ed.
Research in Mathematics Education, 1996. An Annotated Listing of Research in Mathematics Education Published during 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; *Mathematics Education

This annual listing of research in mathematics education contains annotated citations of all the research papers and monographs dated 1996 through March 1997 that were abstracted for the ERIC database as well as journal articles focusing on the interpretation and implications of mathematics education research. Chapter 1, "Dissertation Research Reported in 1996" (James D. Atkinson and John H. Wetzel), lists 270 dissertations abstracted in "Dissertation Abstracts International" during 1996. Chapter 2, "Research Articles Published in 1996" (Teresa H. Rehner and Parisa Vafai), lists 158 journal articles published in 1996 and includes a list of journals searched. Journal articles focusing on the interpretation and implications of research are also included in this chapter. Chapter 3, "Research Papers and Monographs in Mathematics Education Produced in 1996" (S. Asli Ozgun-Koca and Hea-Jin Lee), lists 101 papers and monographs abstracted for the ERIC database as of July 1997. Entries in each chapter contain annotations, major and minor category codes, and grade level codes. An index by major category codes is provided at the end. (ASK)

ED 427 941   SE 061 984

Guo, Chorng-Jee, Ed.
Proceedings of the National Science Council, Republic of China. Part D: Mathematics, Science, and Technology Education, 1998.
PUB DATE- 98
NOTE- 151p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; Concept Formation; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Knowledge Base for Teaching; Mathematics Education; Science and Society; Science History; Scientific Principles; Teacher Student Relationship; *Technology Education
IDENTIFIERS- AIDS Related Complex; Gender Issues; *Taiwan

This proceedings covers the domain and content areas of learning and learners; curriculum and materials; instruction (including computer-assisted instruction); assessment and evaluation; history and philosophy of science; teacher preparation and professional development; and related areas of interest

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; *Costs; *Courseware; Educational Finance; Higher Education; Mathematics Achievement; *Mathematics Instruction; *Outcomes Of Education; *Remedial Mathematics; Teaching Methods
IDENTIFIERS- *California State University

This report is one of a series from a project entitled Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning. This project examines the benefits and costs of the mediated learning system (MLS) courseware for remedial mathematics developed by Academic Systems Corporation. Comparisons were made at two universities that have been using the courseware for the regular classroom sections and MLS sections of the courses offered at each campus. Findings indicate that based on the evidence, it is not possible to reach a definitive conclusion regarding the learning outcomes of MLS versus classroom instruction. This report provides information on the implementation of MLS courseware for remedial mathematics, benefits of MLS student learning outcomes, and the costs of MLS courses compared to regular classroom costs. (Contains 12 tables and 9 charts.) (ASK)

ED 427 966 SE 062 267

Summary of Workshop on Graduate Student Attrition (September 22, 1997).
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Doctoral Degrees; Educational Policy; *Educational Research; *Graduate Students; Graduate Study; Higher Education; *Student Attrition

The purpose of the Workshop on Graduate Student Attrition was to address key gaps in knowledge and data about the problem of graduate school (doctoral-level) attrition. Participants included representatives of the academic research and graduate education administration communities, along with officials from disciplinary professional societies, The National Science Foundation, and other government scientific agencies. Results of the workshop are presented in sections: (1) The Concern; (2) The Rationale for Attrition Research; (3) Conceptual Issues; (4) Definitional Issues; (4) Timing of Attrition; (5) Institutional Factors; (6) Current Research and Databases; (7) Future Directions for Research; (8) Data Improvements Underway; (9) Changing the Graduate Experience; (10) Stakeholder Uses of Attrition Research; and (11) Caveats about Use of Attrition Data. Appendices contain a list of the workshop speakers, moderators, participants, and planners, and the workshop program. (Author/WRM)

ED 427 967 SE 062 268

Bates, Juanita James
Teaching for Meaning in Mathematics.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of Mathematicians (Houston, TX, 1995).
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Asian Studies; Foreign Countries; Japanese; *Japanese American Culture; *Japanese Americans; Social Discrimination; Social Environment; Social Studies; State History; *United States History; *World War II
IDENTIFIERS- Brazil; California; Hawaii; Japan

This book records the history of schools attended by Americans of Japanese ancestry, focusing on efforts by the Japanese community in California to maintain its linguistic and cultural heritage. The main focus of the book is on the period from the early 20th century to World War II. The book examines conditions during the War and in the postwar era to the present. The coverage identifies the difficulties experienced by the ancestors of the "model minority," from the San Francisco Japanese school-children segregation in the early part of this century to the private school control laws in the 1920s. The book surveys the lives of Japanese Americans as college students in Japan in the 1930s and examines Japanese communities in Hawaii and Brazil. The seven chapters include: (1) "Cherishing Our Heritage: Language and Heritage Maintenance Efforts in America"; (2) "Early Settlers: Early Japanese Immigrants and Education of the Nisei"; (3) "Struggles of Japanese Immigrants"; (4) "Nationalistic Sentiment and Japanese-Language Schools, 1927-1941"; (5) "The Bridge of Understanding over the Pacific: The Nisei in Japan"; (6) "Possibilities and Limitations: Japanese-Language Schools in Other Parts of the World"; and (7) "Language and Heritage Maintenance Efforts During and After World War II: Epilogue--Beyond Language and Cultural Barriers." (EH)

ED 427 985 SO 029 386

Erduran, Sibel
Reflections on Turkish Cypriot and Greek Cypriot Students' Perceptions of the Cyprus Conflict: Implications for Peace Education.
PUB DATE- 96
NOTE- 30p.; Paper presented at the annual meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; Global Education; Higher Education; *Human Relations; International Relations; Modern History; *Peace; Prosocial Behavior; *Student Attitudes; World History
IDENTIFIERS- Cypriots; Cyprus; Greek Cypriot; Peace Education

This study traces Turkish Cypriot and Greek Cypriot students' perceptions of the Cyprus conflict. The data comes from a 1993 Harvard workshop which included 11 Turkish Cypriot and 38 Greek Cypriot students. The workshop was a collaboration of Harvard's Conflict Management Group, AMIDEAST, and US AID. The objective of the workshop was to teach students effective negotiation skills, such as identification of students' perceptions. The primary purpose of the study was to determine how perceptions of involved parties compared. Written workshop products were coded for certain features and examined. Results indicate that students' perceptions differed greatly but their willingness to communicate and seek solutions that would best suit both parties' interests suggest that the negotiation skills targeted towards these ends were initiated. Investigations based on democracy, such as "strong" versus "weak," or "liberal" versus "participatory republican." For the most part, however, the implications of these distinctions have not been thoroughly examined. Citizenship is the most significantly contested concept, and conservative and transformative perspectives offer radically different answers. Civic education conservatives are not as concerned with the ends of political decision-making as they are with the means. The conservative perspective on civic education has managed to forge a strong, well-financed, and prominent coalition drawing on right, center, and left in U.S. political life to promote an agenda based on strengthening civil society. A transformative perspective is characterized by a specific commitment to a Deweyan concept of democracy as an all-encompassing way of life, a more egalitarian social and economic system, and what might be called the "richness of difference" in gender, race, and ethnicity. Civic education in this context would be explicitly oriented towards teaching students how to search for better alternatives to the present political and economic system which has failed to achieve these goals. If a choice is going to be made as to what makes sense in civic education on any level, including higher education, all the options should be considered. (Contains 57 references.) (BT)

ED 428 005 SO 029 597

Martinez, Michael D.; MacMillan, Gretchen
A Joint Distance Learning Course in American Government.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Course Objectives; *Distance Education; Higher Education; *Intercollegiate Cooperation; *Political Science; Seminars; Undergraduate Students; *United States Government (Course)
IDENTIFIERS- University of Calgary (Canada); University of Florida; *Video Teleconferencing

In overcoming the physical limitations of a single campus, distance education promises to diversify the student population, exposing students to a wider array of experiences and backgrounds. This paper reports how adequately distance education technology fulfilled that promise in a joint seminar in American politics that included students at the University of Florida and the University of Calgary (Canada). Students in the two locations were connected to each other and to the instructors at both locations. The goal was to allow Canadian and U.S. students to interact with professors at both campuses and with one another on a regular basis. The Calgary class was offered as an undergraduate seminar in U.S. politics, while the Florida class was offered as a senior colloquium. Since videoconferencing was envisioned as the major vehicle for student interaction from the two campuses, class times had to be coordinated from the outset, making recruitment of students more difficult. An e-mail discussion list was also provided, and examples of student postings are included. Group collaborations on research projects were encouraged, but logistical and human difficulties were compounded by the distance between the groups. Still, student evaluations on both campuses emphasized the added value that the videoconference

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; *Blacks; Class Activities; *Educational Television; *History Instruction; Secondary Education; Social Studies; Student Participation; Teaching Guides; *Television Viewing; *United States History; Units of Study
IDENTIFIERS- *African Americans

This printed guide for viewing the Public Television series, "Africans in America," first points out that the series, told from multiple perspectives and informed by "leading-edge" scholars, illuminates U.S. history from 1607 to 1861: how Africans and Europeans together built a new nation even as they struggled over the meaning of freedom. Following a section on "using the guide," the guide is divided into separate units that correspond to the video series programs: (1) "The Terrible Transformation, 1607-1750"; (2) "Revolution, 1750-1805"; (3) "Brotherly Love, 1781-1834"; and (4) "Judgment Day, 1831-1861." Each unit consists of two lessons: a general lesson that explores each 90-minute program and a focused lesson that highlights a short program segment and related primary sources. In addition, the guide's "Curriculum Links" identifies topics that will help teachers coordinate the series with standard lesson plans, while the "Notable People" section lists people to watch for in the program. The guide suggests that students can research these historical figures by reading letters and narratives, and pursuing public records. The guide includes information about using primary source documents and the World Wide Web. It also includes a section on general resources (for teachers and students), listing books, Web sites, films, and organizations. An essay by Eric Foner, "Slavery and the Origins of the Civil War," concludes the guide. (BT)

ED 428 025 SO 029 987

Watt, John R.
Qianlong Meets Macartney: Collision of Two World Views. A Dramatization for Middle and High School Students.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; Class Activities; Confucianism; *Drama; Foreign Countries; *Global Education; Intermediate Grades; Middle Schools; *Multicultural Education; Secondary Education; Social Studies; Student Projects
IDENTIFIERS- China; *Chinese History; *English History; Enlightenment Thought; Historical Background

This play, intended for middle school and high school students, uses the historical events of the Macartney mission to China from 1792-94 to illustrate the problems that can occur when different cultures interact. The play describes the first major encounter in which government officials representative of the European Enlightenment come face to face with the leadership of the legendary Chinese empire. This one-act play includes three major characters on the British side, three major characters on the Chinese side, and the interpreter. It presents an encounter importance of low teacher involvement, student autonomy, and relevant closed questions). Greater teacher/TA involvement decreased student motivation. Teachers and TAs intervened more often with groups that showed less problem- solving progress and offered those students less autonomy. A case study of a TA's use of compliments showed positive effects on student motivation. The TA satisfied a student's bid for attention without compromising mathematical standards of evaluation. (Contains 20 references.) (SM)

ED 428 044 SP 038 326

Turner, Herbert M., III
Mathematics Teaching in the 1990's: Are Pacesetter Mathematics Teachers Teaching from the Standards?
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Instruction; *Mathematics Teachers; National Standards; Student Evaluation; Teaching Methods
IDENTIFIERS- National Council of Teachers of Mathematics; NCTM Professional Teaching Standards

This study examined whether Pacesetter Mathematics (PSM) teachers were teaching from the National Council of Teachers of Mathematics (NCTM) standards as they implemented the standards-based PSM curricula. The standards identified four teacher instructional practices as essential: choosing worthwhile mathematical tasks, orchestrating classroom discourse, creating an environment supportive of mathematical power, and analyzing students' understanding and the contribution of his or her practice to students' learning. Prior to implementing the PSM course in 1992, teachers attended an 8-day summer institute that provided, among other things, guidelines on instructional practices that reflected the vision of the NCTM standards. In 1994-95, 10 PSM teachers responded to pre- and post-surveys, teacher interviews, and classroom observations. Data on PSM teachers' instructional practices were analyzed to determine whether their instructional practices were in accordance with the standards. Results indicated that instructional practices of PSM teachers fell short of the NCTM's standards. Time constraints and level of teacher commitment were among the reasons cited for the shortfall. (Contains 10 references.) (SM)

ED 428 045 SP 038 328

Robinson, Edward H., III; Castenell, Louis A., Jr.; Robinson, Sandra L.
The Emergence of Private Teacher Academies: Will the Privatization of Teacher Renewal Result in Major Changes for Education?
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- Attendance; Classroom Design; *Classroom Techniques; Committees; Elementary Education; *Elementary School Teachers; Employment Interviews; Faculty Development; Field Trips; Grading; Homework; Inquiry; Parent Teacher Cooperation; Planning; Student Behavior; Student Evaluation; Student Needs; Student Projects; Substitute Teachers; Teacher Administrator Relationship; Teacher Burnout; Teaching Skills; Volunteers
IDENTIFIERS- Paperwork

This survival guide helps elementary school teachers successfully manage their classrooms. Some of the techniques are also appropriate for middle and high school teachers, church school teachers, and preschool teachers. The 24 chapters focus on important classroom management issues, and each chapter includes quick tips for immediate use. A resource list offers materials available for in-depth study on topics found in the 24 chapters. The chapters are as follows: (1) Sweating the Small Stuff; (2) Setting up Your Classroom; (3) Planning; (4) Implementing Lessons; (5) Promoting Positive Behavior; (6) Handling Student Speeches, Projects, and Presentations; (7) Being Aware of the Talents, Needs, and Styles of Your Students; (8) Questioning; (9) Assessing and Grading Progress; (10) Assigning Homework; (11) Catching up Absentees; (12) Handling the Paperwork; (13) Planning for Substitutes; (14) Using Volunteers; (15) Managing Field Trips; (16) Handling Classroom Parties, Plays, and Special Events; (17) Making Parent Contacts Productive; (18) Getting Along with Administrators; (19) Avoiding Burnout; (20) Serving on Committees; (21) Making the Most of Professional Development; (22) Presenting at Faculty Meetings or Conferences; (23) Interviewing for a New Position; and (24) Relax! (SM)

ED 428 063 SP 038 349

International Conference on Higher Education Report. A Teachers' Perspective (Paris, France, March 19-21, 1997).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Berlin (Germany).
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; College Faculty; Distance Education; Educational Finance; *Educational Quality; Educational Research; Educational Technology; Financial Support; Foreign Countries; Governance; *Higher Education; Information Technology; Institutional Autonomy; Labor Market; Teacher Attitudes; Teacher Rights; Teaching Conditions; *Teaching (Occupation)

This report, based on a conference of international lecturers and academics and organized by Education International, notes that the number of college students has significantly increased over the last 2 decades while spending on almost every aspect of higher education has declined over the same time period. It warns that standards could plummet unless governments examine how to deliver high quality, rather than low cost, education. The conference included nine working groups that discussed: quality in education; distance learning and new technologies; the role of research; the management and governance of higher education institutions; the funding of higher education and research; the labor market and society institutional autonomy and accountability; the rights and freedom of teachers in higher education; and terms and conditions of employment. The conference sought to reaffirm the basic principles that should in multiage classrooms. Using Cronbach's coefficient alpha to measure the internal consistency of the preliminary survey instrument, values ranging from 0.84 to 0.98 were obtained. The preliminary instrument was reduced to 11 questions representing the 8 categories, and this final instrument was assessed for internal consistency, resulting in a Cronbach's alpha of 0.93. An appendix contains instructions to teachers for the study survey. (Contains 4 tables and 16 references.) (Author/SLD)

ED 428 083 TM 029 483

Brooks, Gordon P.
Precision Efficacy Analysis for Regression.
PUB DATE- 98
NOTE- 65p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Monte Carlo Methods; *Prediction; *Regression (Statistics); *Sample Size; Simulation
IDENTIFIERS- Cross Validation

When multiple linear regression is used to develop a prediction model, sample size must be large enough to ensure stable coefficients. If the derivation sample size is inadequate, the model may not predict well for future subjects. The precision efficacy analysis for regression (PEAR) method uses a cross-validity approach to select sample sizes such that models will predict as well as possible in future samples. Previous studies have shown the sample sizes suggested by the PEAR method to be superior to other methods in limited cross-validity shrinkage to acceptable a priori levels. A Monte Carlo study was conducted to verify the PEAR method further for the selection of regression sample sizes and to extend the analysis to include an investigation of the effects of multicollinearity on coefficient estimates obtained through multiple linear regression analysis. Appendixes show the derivation of the PEAR method for sample size selection, and give correlation matrices, stem-and-leaf plots, and histograms of cross-validity for the study. (Contains 10 tables, 4 figures, and 116 references.) (SLD)

ED 428 084 TM 029 484

Brooks, Gordon P.
Perry: Fact, Fiction, and Outcome Assessment.
PUB DATE- 98
NOTE- 78p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cognitive Development; Developmental Stages; Educational Assessment; *Educational Theories; Outcomes of Education; Qualitative Research; *Research Design; Scaling; *Validity
IDENTIFIERS- *Perry Developmental Scheme; Perry (William G Jr)

Theories concerning cognitive development or complexity include one developed by W. G. Perry, Jr., and his colleagues (1970). Research related to Perry's scheme is analyzed to suggest ways

Higher Education; National Surveys

This report presents results of a national survey of college and university governing board assessment policies and practices, and describes a "typical" board assessment process constructed from the most frequent survey responses. The survey included 1,348 presidents and 571 board chairs. The typical assessment includes the following: the board has charged the chair with responsibility for board self-assessment; although an assessment was probably conducted in the last five years, the board has no policy requiring periodic assessments; the most recent review was conducted at a retreat and did not engage the services of an outside facilitator; trustees completed written surveys or were interviewed as part of the assessment; the board retreat had a positive effect on reviving trustee commitment, clarifying trustee roles and responsibilities, and establishing board priorities; and the chair usually reported the board's performance as "very satisfactory." The survey questions addressed policies, guidelines, and practices; the role of the president; the president and the board; outcomes reported by presidents and board chairs; and assistance for future reviews. Each of the survey questions is analyzed with a table showing answers for both public and private institutions. Also provided is information on the survey methodology, including data collection and the survey population. (Contains 38 references.) (DB)

ED 427 633 HE 031 888

Madsen, Holly

Composition of Governing Boards of Independent Colleges and Universities, 1997. AGB Occasional Paper No. 36.

PUB DATE- 98

NOTE- 15p.; For related reports, see HE 031 886-889.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Characteristics; *Governance; *Governing Boards; Higher Education; National Surveys; *Private Colleges; *Trustees

This report presents results of a 1997 survey of the governing boards of independent colleges and universities conducted to identify trends in membership and board policies and practices. Among the highlights are the following: (1) boards average 30 members; (2) 46 percent of boards had conducted a review of their own performance within the past five years; (3) the percentage of males on boards has declined since 1985; (4) the racial and ethnic composition of boards has not changed significantly since 1985; (5) 38 percent of all trustees are aged 50 to 59; (6) almost 42 percent of trustees are business executives; (7) approximately 3 percent of trustees serve as members of other college boards; and (8) approximately 7 percent are members of corporate boards and 11 percent serve on other nonprofit organization boards. Analysis of the 364 responses are presented in text and graphics. Data covers board size and member characteristics, including gender, race/ethnicity, age, and primary occupations. Data on board policies and practices are presented for the following aspects: required members, members serving on other boards, length of terms and limits, meetings, and performance reviews. (DB)

ED 427 634 HE 031 889

Madsen, Holly

A Tool for Developing Adaptive Electronic Textbooks on WWW.
PUB DATE- 96
NOTE- 8p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Figure contains dark print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Software; Computer Uses in Education; Distance Education; *Electronic Text; *Hypermedia; Indexing; *Material Development; *Media Adaptation; Models; Navigation (Information Systems); *Textbooks; *World Wide Web
IDENTIFIERS- *Authorware; Electronic Books

This paper describes an approach for developing adaptive electronic textbooks and presents InterBook, an authoring tool based on this approach which simplifies the development of adaptive electronic textbooks on the World Wide Web. The following topics are discussed: (1) content structuring, including the domain and user models, the glossary, and the annotated textbook; (2) functionality, including advanced navigation, adaptive navigation support, and prerequisite-based help; (3) authoring with InterBook, including a typical scenario for using this tool; and (4) indexing for more intelligent authoring on the Web. (Contains 15 references.) (DLS)

ED 427 654 IR 019 173

Capani, Antonio; De Dominicis, Gabriel
Web Algebra.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Computation; *Computer Interfaces; Computer Oriented Programs; Computer Software; Databases; Higher Education; *Man Machine Systems; Models; Navigation (Information Systems); *Online Systems; Questioning Techniques; Secondary Education; *World Wide Web
IDENTIFIERS- *Computer Algebra; Computer Assisted Mathematics Program; *Query Processing

This paper proposes a model for a general interface between people and Computer Algebra Systems (CAS). The main features in the CAS interface are data navigation and the possibility of accessing powerful remote machines. This model is based on the idea of session management, in which the main engine of the tool enables interactions with the Session Database. The model was implemented using the client-server capabilities of the World Wide Web. Possible applications of this model include educational purposes, computing, data navigation, communication of structured data, and simulation of operations on distributed systems. Topics discussed include the goal of the project; interface requirements; the session manager; sessions; applications, processes, and agents; queries; reports; scheduling of queries; crash recovery; and educational issues. (DLS)

(Information Systems); Resource Materials; User Needs
(Information); *World Wide Web
IDENTIFIERS- Links (Indexing)

Computer applications that facilitate the use of the World Wide Web (WWW) within elementary and secondary education must provide support for educators to locate materials quickly and easily; they must minimize the amount of time spent waiting for files to traverse the network; and they must deal sensitively with censorship. The MicroWeb Toolkit is designed to provide software tools to organize and present educational information using WWW resources. The MicroWeb Toolkit assists with the construction and organization of resource collections rather than with the authoring of individual pages by providing tools to organize and classify WWW resources around a specific topic. A MicroWeb collection is designed to minimize the cognitive overhead of the user and to reduce network traffic through resource caching. Topics discussed include using hypermedia collections; features of the MicroWeb Toolkit; creating a MicroWeb collection from the developer and teacher/trainer viewpoints; and conclusions and plans for future development. A diagram illustrates the components of the MicroWeb Toolkit. (Author/DLS)

ED 427 674 IR 019 193

Van Gorp, Mark J.; Boysen, Pete
ClassNet: Managing the Virtual Classroom.
PUB DATE- 96
NOTE- 7p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software; Computer Software Development; Databases; Distance Education; Higher Education; Hypermedia; *World Wide Web
IDENTIFIERS- Iowa State University; *Virtual Classrooms; Web Sites

Education continues to move on-line through the World Wide Web. Classrooms of students and teachers are no longer restricted by time or distance. ClassNet is a tool that manages these virtual classrooms; it automates many of the administrative tasks associated with global Internet classes. Through a simple interface of Web forms, students can perform activities such as class registration, assignment or test submission, and grade retrieval. Instructor activities include managing assignments, controlling class enrollment, communicating with students, and monitoring student progress. This paper highlights features of ClassNet's design and functionality and provides examples of its use. Topics discussed include: ClassNet design, underlying objects, and their functionality; requests and classes; assignments; class members--instructors, students, and proctors; organization of the ClassNet database; current uses at Iowa State University; and features and futures. (Author/DLS)

ED 427 675 IR 019 194

A Smart Curriculum for Middle-School Science Instruction: A Web-Based Curriculum Integrating Assessment and Instruction.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Figures may not

Collaborative Learning in Web-Based Instruction.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Assisted Instruction; Computer Mediated Communication; *Cooperative Learning; *Distance Education; Educational Strategies; Educational Technology; Environmental Education; Graduate Study; Higher Education; Information Technology; Inservice Teacher Education; *Instructional Design; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; Military Training; Science Teachers; Teaching Methods; *World Wide Web
IDENTIFIERS- *Collaborative Learning; Learning Environments; Project Management

Scholars and proponents of computer-supported learning advocate the use of collaborative learning as an important component of Internet courses. Advocates claim that computer-supported collaborative learning (CSCL) is an instructional strategy that can help instructors avoid the pitfalls of Internet correspondence courses that rely on information acquisition and regurgitation of rote answers that reflect low level learning. As educators transition their course from traditional to Internet learning, a paramount concern is maintaining the essentials of a collaborative learning environment. Following a brief theoretical background of collaborative learning as an instructional strategy, four panelists describe the use of collaborative learning in three different educational contexts: (1) an environmental education program for middle school science teachers in North Carolina; (2) a graduate project management course for individuals working full time in organizations throughout the United States; and (3) a graduate course in applications of information technology for military personnel throughout the world. (Author/AEF)

ED 427 694 IR 019 245

Corry, Rick
The LearnShare Consortium: A Model for the Future.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Consortia; Cooperative Programs; Distance Education; Educational Practices; Educational Technology; Futures (of Society); Information Technology; Institutional Cooperation; Instructional Design; *Instructional Development; Instructional Materials; *Material Development; Models; Research and Development; *Shared Resources and Services; *Training; Training Methods
IDENTIFIERS- Technology Utilization

LearnShare is a consortium of non-competing companies that share

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Computer Mediated Communication; Computer Oriented Programs; *Computer Software Development; *Individualized Instruction; Information Services; *Instructional Development; *Learning Modules; Marketing; Navigation (Information Systems); Postsecondary Education; *Student Needs; User Needs (Information); World Wide Web
IDENTIFIERS- *Course Development; Customer Services; Education Malls; *Educational Brokerage; Intermediaries; Value Added

Within an electronic education market, an electronic education mall is defined as a virtual service center to support various transaction processes by providing a technological platform with appropriate value-added services and interfaces for suppliers and customers. In this context, an education broker service is of central importance, because the quality of the learning process is strongly determined by the quality of the available materials and their configuration to an integrated course according to a pedagogical concept and the respective customers' needs. To support these tasks, an Education Broker Toolset is introduced which is designed to: select the "right" elements out of a set of generally suitable learning models; adjust and structure the chosen learning modules to an integrated course in a pedagogically and didactically useful way; add navigational guides; provide added values; and deliver the integrated course to allow an intuitive application by the student. The Education Broker Toolset includes the PreSelector, which provides a questionnaire for determining students' individual needs, preferences, and qualifications, and the CourseComposer, designed to support integration of pre-selected learning modules. A CourseNavigator program enables students to access courses composed by the broker, supports navigational guidance, and provides added values. Three figures present the transaction process of World Wide Web course customization and CourseComposer and CourseNavigator screens. (Author/AEF)

ED 427 713   IR 019 264

Lapique, Francis; Regev, Gil
An Experiment Using Document Annotations in Education.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracts; Computer Assisted Instruction; Computer Interfaces; Computer Mediated Communication; *Computer Software Development; Computer System Design; Cooperative Learning; *Documentation; *Electronic Text; Foreign Countries; Group Discussion; Higher Education; *Hypermedia; Instructional Innovation; *World Wide Web
IDENTIFIERS- *Document Analysis; Switzerland

This paper describes an ongoing experiment at the Swiss Federal Institute of Technology in Lausanne regarding the use of World Wide Web-based document annotations for educational purposes. An annotation tool called Medium was built, merging database and Web technologies, to be used as a companion for classical university courses and collaborative learning experiments. Topics discussed include: (1) the concept of document

PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Computer Assisted Instruction; Computer Networks; *Computer Software Development; Computer System Design; Continuing Education; Cooperative Programs; *Distance Education; Foreign Countries; Information Technology; Lifelong Learning; *Multimedia Materials; *Optical Data Disks; Professional Development; Technological Advancement; *Technology Education; Telecommunications; Training
IDENTIFIERS- Client Server Computing Systems; Course Development; Information Society; *Learning Environments; Spain; *Virtual Classrooms

Lifelong learning is becoming a necessity in the new Information Society where everyone, particularly small and medium sized enterprises (SMEs), must keep up with new technologies. Education and training are of the most importance in this updating. An interdisciplinary and inter-university work group called "Canalejas" (Spain) has developed a multimedia educational CD-ROM, "Basic Course on Telecommunications for Small and Medium Sized Enterprises," a client-server application which includes the "Virtual Class" distance learning environment and interactive multimedia courses on telecommunication services. This paper addresses the technical and educational issues addressed in developing a multimedia educational CD-ROM, beginning with an overview of the objectives and presentation of the work group, educating for the Information Society/lifelong learning, and new technologies for distance learning. The CD-ROM course is then described, including hardware configuration, distance learning environment, and steps in the multimedia development methodology. Two figures present the user interface. (Author/AEF)

ED 427 732 IR 019 283

Sadovnichy, Victor A.; Trukhin, Vladimir I.; Sandalov, Aleksandr N.; Sukhareva, Natalia A.
Information Infrastructure of University Education.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Uses in Education; Educational Resources; *Educational Technology; Elementary Education; Foreign Countries; Higher Education; Instructional Materials; Partnerships in Education; Shared Resources and Services
IDENTIFIERS- *Moscow State University (Russia)

This paper discusses the concept of Information Communication Technology (ICT) supported education at the university level, focusing on Moscow State University (MSU). The technology and functions of the high performance network of the Physics

Methods; World Wide Web
IDENTIFIERS- Brigham Young University UT

This evaluation compared online (i.e., World Wide Web-based) and classroom instructional delivery methods for the Health Education/Physical Education course, "Fitness and Lifestyle Management," at Brigham Young University (Utah). The results of the study were intended to add to the discussion on the value of web-based courses as a means of providing quality instruction. A comparison of online and classroom students' achievement for specific lessons of the course show that the test scores were not significantly different. This indicates that either method for providing instruction could satisfactorily be used to learn course content when students fully participate and use the materials provided. A large majority of students who took online instruction indicated a definite opinion about which learning experience they preferred. Most students tended to prefer the classroom experience; however, students' reasons for choosing one method over the other had little to do with the quality of instruction. An individual's personal situation, social issues, and the perceived benefits of a specific delivery method were often the determining factor in a student's preference. It was clear that neither the classroom nor the online instruction fully met the learning needs of all students. The diverse needs of students warrant the existence of classroom courses with equivalent online courses. It was concluded that the university should continue to use and improve quality classroom instruction as they look to alternative methods for providing other quality learning experiences such as online instruction. (Contains 11 tables and 20 references.) (Author/AEF)

ED 427 753 IR 019 404

Jones, Charles M.; Klopfenstein, Bruce C.
And the Walls Came Tumbling Down: Augmenting the Distance Education Experience.
PUB DATE- 97
NOTE- 15p.; Paper presented at the National Communication Association Annual Convention (Chicago, IL, November 22, 1997). Questionnaire available on the World Wide Web at http://www.bgsu.edu/departments/tcom/assess.html
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Conventional Instruction; Course Evaluation; *Distance Education; Educational Quality; Higher Education; *Instructional Effectiveness; Instructional Materials; *Interactive Video; *Internet; *Multimedia Instruction; Questionnaires; Student Attitudes; Student Surveys; Teaching Methods
IDENTIFIERS- Bowling Green State University OH; Video Teleconferencing

This project examined whether the quality of instruction delivered to both an on-site and a reception classroom could be equalized through the multimedia combination of interactive video and the Internet. The course was a telecommunications class offered by Bowling Green State University (Ohio). The transmission site was a tele-teaching room at the university; the reception site was located at Columbian High School in Tiffin, Ohio and was composed of in-service teachers and staff taking the course for graduate credit. At the outset of the constructive, cognitive, physical and social processes. To understand a relationship between technology and learning, the relationship between cognitive processes and the environment must be seen. No matter what medium is used to teach, it is still up to the teacher to inspire the student to want to learn. If technology is not appropriately used to enhance learning, students will become numb instead of enlightened. (AEF)

ED 427 772 IR 019 429

Caple, Carlous
The Effects of Spaced Practice and Spaced Review on Recall and Retention Using Computer Assisted Instruction.
PUB DATE- 96
NOTE- 96p.; Doctoral Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Computer System Design; Design Preferences; Educational Technology; Instructional Design; Instructional Effectiveness; Instructional Materials; Memory; *Recall (Psychology); *Retention (Psychology)

This study examined the effectiveness of spaced practice and spaced review when implemented structurally within a computer assisted instruction (CAI) program. The study viewed the comparison of two levels of CAI as instructional treatments. The instructional treatments were developed as structured, which contained spaced practice and spaced review, and unstructured, which did not contain the spacing effects. Treatments were implemented in a pretest-posttest control-group design. The two levels of CAI were measured by recall and retention. Findings indicated a statistically significant different between treatment groups on both recall and retention. Group 1, which received the structured CAI program as treatment, performed better than Group 2, which received the unstructured CAI program as treatment. Findings indicated that the spacing effects of spaced practice and spaced review, when incorporated within CAI programs, enhances learning and memory, and more specifically recall and retention. Findings also indicated that subjects maintained a level of memory due to the structured CAI program, and that subjects did not maintain a level of memory from recall to retention with the unstructured program. Overall, the data suggested that the spacing effects of spaced practice and spaced review would enhance recall and retention. (Author/AEF)

ED 427 773 IR 019 430

Williams, Dorothy; Wilson, Kay; Richardson, Amanda; Tuson, Jennifer; Coles, Louisa
Teachers' ICT Skills and Knowledge Needs. Interchange 58.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; *Elementary Secondary Education; Foreign Countries; *Information Technology; Instructional Design; Interviews;

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Information Technology; Library Administration; Library Development; *Library Equipment; *Library Planning; Library Services; Program Implementation; Strategic Planning
IDENTIFIERS- Information Infrastructure; Technology Implementation; *Technology Plans

A technology plan provides a blueprint against which to measure new technologies and applications, assess future needs, and allocate resources to balance technology with the needs of users and staff. This book is a comprehensive and practical guide for librarians preparing a technology plan. The book is divided into five planning steps, each of which is the topic of a separate chapter: (1) "Preparing to Plan"; (2) "Identifying Technology Needs"; (3) "Discovering Your Options"; (4) "Selecting an Infrastructure and Identifying Products and Services"; and (5) "Developing and Managing the Implementation Process." Each chapter includes key concepts, identified as milestones at the beginning of the chapter, that will help planners develop effective technology plans. To further simplify the planning process, each of the five steps is divided into a group of tasks necessary to accomplish the step. Each tasks begins with a preview listing the objective of the task, the people involved, the data required to complete the task, workforms that are provided at the end of the book to help organize information, and the approximate time required to complete the task. In addition, nine "Tech Notes" on basic technical information are included at the end of the book. Contains an index. (Author/AEF)

ED 427 792 IR 057 299

Boatright, George S.
LATEX for Librarians.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Computer Software Development; Electronic Text; Information Processing; Information Technology; Mathematics; Technical Mathematics; Technical Writing; Troubleshooting; *Word Processing
IDENTIFIERS- *LATEX Computer Program

This paper presents the basics of "LATEX," a computerized typesetting program popular with mathematicians and other writers of technical papers, and compares it to conventional word processing programs. LATEX, which requires a text editor such as WordPad or NotePad--the text editor is used to produce and input file which the LATEX program processes--can be used for articles, letters, reports, and books. This paper demonstrates how to use LATEX, including commands for simple formatting, for producing references and a bibliography, and for customizing LATEX by defining new commands. Sections on troubleshooting and recommendations are also provided. LATEX can be downloaded or purchased from other commercial sources. (AEF)

ED 427 793 IR 057 300

Swanson, D. J.

associate in applied science degrees; (4) females accounted for 61.4% of all completions, and a similar proportion was reflected in the baccalaureate transfer and occupational program areas; (5) the proportion of occupational graduates increased as age advanced; and (6) a larger number of minority graduates was found in the occupational area (5,868) than in baccalaureate/transfer area (2,221). Appendices include credit and noncredit enrollment data tables and completion data tables. (AS)

ED 427 811 JC 990 112

Fiscal Year 1998 Unit Cost Report for the Illinois Public Community Colleges.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Cost Estimates; *Educational Finance; Expenditures; Income; *Operating Expenses; Program Costs; *Public Colleges; Resource Allocation; School District Spending; Statistical Data; Tables (Data); Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois Community College System

Used to determine grant rates for state financial support and as an accountability report to citizens, this report presents data for fiscal year 1998 on course offerings, enrollments, and costs for Illinois public community colleges. The unit costs are shown for a student semester credit hour. Highlights for fiscal year 1998 include the following: (1) state average net instructional unit cost in the Illinois Community College System was $171.76, representing an increase of $8.36 from the 1997 state average; (2) state average unit cost measures calculated were $181.51 for full instructional unit cost and $200.83 for total unit cost; (3) for the cost categories that comprise instruction in the state's community college system, direct salary unit cost was $61.82, direct department unit cost was $10.73, direct equipment unit cost was $2.06, allocated indirect unit cost was $75.66, and operation and maintenance unit cost was $21.48; (4) state average unit cost for baccalaureate and general academic instructional categories was $174.66; remedial education cost $164.09; and (5) public service expenditures increased $24.5 million in 1998 to $117 million. Appended are total expenditure reports and a state summary of net instructional cost per credit hour. (AS)

ED 427 812 JC 990 113

Michigan Community Colleges Activities Classification Structure (ACS) 1997-98 Data Book.
PUB DATE- 99
NOTE- 217p.; For 1996-97 Data Book, see ED 420 351.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Correctional Institutions; *Educational Finance; Enrollment Rate; *Enrollment Trends; Expenditures; *Financial Support; *Income; *Program Costs; State Federal Aid; Statistical Data; Tables (Data); Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Michigan

questionnaires, lessons and lesson plans, and supplementary materials. (Contains 77 references.) (AS)

ED 427 830 JC 990 133

Petrowsky, Michael C.
The Use of a Comprehensive Multiple Choice Final Exam in the Macroeconomics Principles Course: An Assessment.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Assessment; *Macroeconomics; *Multiple Choice Tests; Review (Reexamination); Student Attitudes; Student Surveys; *Study; Teacher Effectiveness; *Testing; Two Year Colleges
IDENTIFIERS- Glendale Community College AZ

This paper analyzes the results of a pilot study at Glendale Community College (Arizona) to assess the effectiveness of a comprehensive multiple choice final exam in the macroeconomic principles course. The "pilot project" involved the administration of a 50-question multiple choice exam to 71 students in three macroeconomics sections. The assessment looked at four areas: (1) problems of test administration, such as quality of the questions and the problem of time constraints; (2) student reactions to the test as related to the hours they spent studying for it; (3) the relationship between the unit test (covering three to four chapters) scores and the comprehensive final exam; and (4) the relationship between the class writing assignment and the final exam. Results indicate that the use of a comprehensive final exam may be a redundant measure of student performance if unit tests are given throughout the semester. However, a case can still be made for comprehensive final exams on the grounds that they may promote a fuller understanding of the material, or that they provide a second chance for learning material that may have been missed or distorted. Appended are the final exam questionnaire, tables indicating hours studied, test score analysis, and a copy of the final exam. (AS)

ED 427 831 JC 990 134

Petrowsky, Michael C.; Binder, Jan
Scottsdale Community College Airpark Campus Student Survey of Interest Results.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Course Selection (Students); Employment; Program Development; *Self Evaluation (Groups); Statistical Analysis; *Student Attitudes; Student College Relationship; Student Educational Objectives; Student Needs; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Scottsdale Community College AZ

This study summarizes the results of a student survey that was conducted at Scottsdale Community College Airpark Campus (Arizona) in February 1999, in order to gather students' employment information and to ascertain their preferences for courses, college services, and other market-related data that could be used later in planning for course and program offerings. The report discusses the scope and results of the

Development and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter provides announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The Winter 1998 newsletter contains the following articles: (1) "Message from the President"; (2) "Report from the Committee on Child Development, Public Policy, and Public Information"; (3) "News from the Executive Branch Policy Fellows"; (4) "Budget Agreement, Spending Increases, and Focus on Accountability"; (5) "Students Develop a Policy Network"; and (6) "Report from Washington." Articles in the Spring 1998 issue are: (1) "The Development of a Researcher and a Discipline"; (2) "Continuing Greenfield's Initiative: Strategies and Teaching Techniques in Cross-Cultural Developmental Courses"; (3) "A Mixed Bag for Federal Support of Child Development Research in '99"; and (4) "A New Day at NICHD: Report from Washington." The Fall 1998 newsletter contains the following articles: (1) "Child Development and School Psychology: Opportunities for Connections"; (2) "From Developmental Research to Policy"; (3) "News from the Executive Branch Policy Fellows"; and (4) SRCD Biennial Meeting registration materials. (SD)

ED 427 850 PS 027 337

Newton, Marion F., Ed.; Boulton, Pam, Ed.
Campus Child Care News. 1997.
PUB DATE- 97
NOTE- 28p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Campuses; Children; Colleges; *Day Care; *Day Care Centers; Early Childhood Education; Educational Facilities; Federal Legislation; Higher Education; *Laboratory Schools
IDENTIFIERS- *Campus Child Care; Gallaudet University DC; New York; Senate

This document consists of the three 1997 issues of a newsletter disseminating information on the National Coalition for Campus Children's Centers (NCCCC) and providing a forum for important news, research, and information concerning campus child care centers. Each issue of the newsletter includes a column by the NCCCC president, provides announcements and notices of conferences, workshops, position openings, and other important organizational information. The February 1997 issue contains the following articles: (1) "Child Care at the Crossroads: A Call for Comprehensive State and Local Planning"; (2) "Advocacy to be Key Thrust of this Year's NCCCC Conference"; and (3) "Gallaudet University Child Development Center Profile." Articles in the June 1997 issue are: (1) "U.S.Senate Introduces Bill to Support Campus Children's Programs"; (2) "Stay 'N Play Child Care Center Profile"; and (3) "Vita Bates Named NCCCC Director of the Year." The November 1997 newsletter contains the following articles: (1) "United States Senate Introduces Campus-based Child Care Bill"; (2) "Campus Child Care the Focus for Senators' Task Force"; (3) "Meet the New Office Management"; (4) "Early Childhood Demonstration Centers"; (5) "Election News"; and (6) "New York State Coalition for Campus Children's Centers." (SD)

ED 427 851 PS 027 339

Thompson, Donna; Hudson, Susan D.
SAFE: Making Your Children Safer on Public Playgrounds.

focusing on four categories of activity: school-home-community links, health education, work with troubled youths, and adult education. Findings include the following: (1) the majority of schools focused on the provision of opportunities and facilities as their link with the community education system; (2) very little collaborative practice was reported by schools-what there was centered around the formal curriculum or activities with other schools; (3) most of the Community Education Service managers did not consider schools to be the key players in community education; and (4) in general, three principal factors were found to contribute to effective collaboration-added value achieved with collaboration, extended range of provision due to collaboration, and complementarity in provision. (JPB)

ED 427 869   PS 027 362

Hassell, Sue
Child Care and Development Block Grant 1996-97: Statistics.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Child Welfare; *Day Care; Disadvantaged Environment; *Disadvantaged Youth; Elementary Education; *Federal Aid; Federal Programs; *Poverty; Preschool Education; Statistical Data; Welfare Services
IDENTIFIERS- Arkansas; *Child Care and Development Block Grants

The Child Care and Development Block Grant Program (CCDBG) provides child care services for low-income families and activities to improve the overall quality and supply of child care for families in general. This report provides information on the characteristics of the children served at Arkansas CCDBG sites during 1996-97. Statistics are presented in graphs and charts for student totals by county of residence and by program type, age, female-male ratio, race, household income, disabilities, percentage parent pays, eligibility categories, and student total by site. Eligible children are those under age 13 (or up to age 19, if disabled), who reside with a family whose income does not exceed 75% of the State median income for a family of the same size, and reside with a parent who is working or attending a job-training program, or are receiving protective services. (JPB)

ED 427 870   PS 027 363

Hassell, Sue
Child Care and Development Fund 1997-98: Statistics.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Child Welfare; *Day Care; Disadvantaged Environment; *Disadvantaged Youth; Early Childhood Education; *Federal Aid; Federal Programs; Financial Support; *Poverty; State Federal Aid; *Statistical Data; Welfare Services
IDENTIFIERS- *Subsidized Child Care Services

The Child Care and Development Fund Program (CCDF) brings together four Federal Child Care Subsidy programs and allows states to design a comprehensive, integrated service delivery system to meet the needs of low-income working families. This fund assists low-income families and those transitioning off

IDENTIFIERS- Access to Services; Affordability; Availability (Programs and Services); Child Care Costs; Child Care Needs; *Day Care Quality; *Massachusetts; Parent Needs

This Massachusetts Kids Count report details the current condition of child care in the state of Massachusetts, discussing the importance of quality child care and the need to improve the affordability, access, and quality of Massachusetts child care. The report describes difficulties in finding child care and presents data on demand for child care. In addition, the shortage of child care is detailed, as are the supply of state-subsidized care and school-age care, and the location of child care services. The report discusses the costs and quality of child care and describes how Massachusetts offsets the high cost through subsidized care. The components of quality child care are delineated and the linkage between quality and child caregiver wages, benefits, and training is discussed. Finally, the report identifies strategies for improving child care accessibility, affordability, and quality and concludes with information on how Massachusetts citizens can get involved in building resources for children. (Contains 16 references.) (KB)

ED 427 889 PS 027 396

Tao, Fumiyo; Gamse, Beth; Tarr, Hope
National Evaluation of the Even Start Family Literacy Program: 1994-1997 Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 275p.; For 1996 Interim Report, see ED 418 815. For the "Evidence from the Past and a Look to the Future" report, see PS 027 397.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Early Childhood Education; *Family Literacy; *Literacy Education; Outcomes of Education; Parent Education; Participant Characteristics; Program Effectiveness; Program Evaluation; State Programs
IDENTIFIERS- *Even Start; Program Characteristics

The Even Start Literacy Program addresses the basic educational needs of parents and children of low-income families by providing a unified program of: (1) adult basic or secondary education and literacy programs for parents; (2) assistance for parents to effectively promote their children's educational development; and (3) early childhood education for the children. This final report of the second national evaluation incorporates findings from interim analyses of data collected annually during the last 4 years as well as key findings from the first national evaluation to assess what aspects have changed and what have remained stable during the program's 8 years. Following an executive summary, the report's introduction examines program growth during the past 8 years and principles of the Even Start approach. The remaining chapters cover: (2) design and scope of the second national evaluation; (3) the needs of Even Start families; (4) what resources support the Even Start services; (5) what services Even Start projects provide to participants; (6) the extent to which Even Start families participate in the services provided; (7) educational and developmental outcomes; (8) findings from the two evaluations; and (9) conclusions. Findings include the following: (1) children achieved significant gains in cognitive development; (2) approximately 10 percent of adults attained a GED certificate while participating in Even Start in a given case law applicable specifically to American Indian students. Following brief descriptions of categories of jurisdiction and the structure of the federal court system, the overview summarizes Supreme Court case law applicable to all students and examines potential implications for American Indian students, where applicable. Case law in education falls into the following general areas: (1) discipline (corporal punishment, due process); (2) curriculum (protection of freedom of religion, English-as-a-second-language instruction for limited-English speaking students); (3) student and teacher right of free speech; (4) tort law (responsibility and negligence in education, "in loco parentis" issues, extent of school liability); (5) equity (educational discrimination, integrated facilities, equal educational opportunity); (6) special education (rights of disabled children); (7) finance (equality in school funding); and (8) compulsory attendance. Nineteen federal legislative acts are summarized that provide the legislative foundation of American Indian education. Contains references in endnotes. (SV)

ED 427 906 RC 021 802

Yazzie, Tarajean
Culturally Appropriate Curriculum: A Research-Based Rationale.
PUB DATE- 99
NOTE- 25p.; Chapter 4 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indian Education; *Culturally Relevant Education; *Curriculum Development; Educational Environment; *Educational Research; Elementary Secondary Education; Instructional Effectiveness; Research Needs; School Community Relationship; Theory Practice Relationship

Educational researchers and practitioners have long advocated adopting a culturally appropriate curriculum to strengthen the education of Native youth. Such an approach uses materials that link traditional or cultural knowledge originating in Native home life and community to the curriculum of the school. Deeply imbedded cultural values drive curriculum development and implementation and help determine which subject matter and skills will receive the most classroom attention. This chapter examines theoretical and practical research studies that support and inform the development of culturally appropriate curriculum for American Indian children in K-12 classrooms. These studies fall into the following areas: (1) historical roots, including the Meriam Report of 1928; (2) theoretical frameworks (modes of linguistic interaction, supportive learning environments, communication and interaction styles of students and teachers); (3) curriculum development (approaches to overcome culture conflict, parent and community involvement, inquiry-based curriculum, role of Native language in concept development, local community issues, appropriate communication with elders); (4) curriculum practice and implementation (characteristics and behaviors of effective teachers, teacher role); and (5) implications for educational research and practice. Contains 64 references. (SV)

ED 427 907 RC 021 803

Skinner, Linda
Teaching through Traditions: Incorporating Languages and Culture

Bauch); "Summary of Student Sessions" (Tina Carter); "Mountain Bike Rentals, Sales and Repairs: The Basics for Starting a Bike Program" (Ed Dunning); "Successful Adventure Recreation Programs for At-Risk Youth" (Rick Harwell); "Emergency Response Systems for Outdoor Programming" (Kurt Merrill, Jay A. Satz); "Measuring Service Quality in Recreational Programs with SERVQUAL" (Joel R. Bauch); "Approaches to Outdoor Leadership Development" (Jim Fullerton); "Trouble in Paradise: Accident Trends in the Outdoors" (Michael G. Huffman); "A Benefits Based Approach to Military Outdoor Recreation" (Rick Harwell); "Outdoor Leadership Education: The Past, Present and Future" (Deborah Sugerman); "Training and Development through Adult Learning Theory" (Colleen Swagar); "Environmental Service Projects: Credit and Non-Credit Programs" (Jennifer Stewart, Barbara Klingman); and "Trail Crews: Developing a Service Component to Your Program" (Brad Boehringer, Kurt Merrill). (SV)

ED 427 923 RC 021 841

Merrill, Kurt; Satz, Jay A.
Emergency Response Systems for Outdoor Programming.
PUB DATE- 99
NOTE- 8p.; In: ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, FL, October 20-24, 1998); see RC 021 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Emergency Programs; *Organizational Communication; *Outdoor Education; *Planning; *Risk Management; Systems Development; Wilderness
IDENTIFIERS- *Emergency Preparedness; *Student Conservation Association

The Student Conservation Association (SCA) runs backcountry programs in wilderness settings, providing both an educational experience for participants and badly needed conservation work on public lands. As part of its risk management efforts, SCA has developed an emergency response system that ties resources in the field to all the resources of the organization as a whole, and that allows the organization to be aware of issues in the field. A carefully researched emergency response plan for each field activity identifies resources and available communications. Organizationally, on-call duty officers are a liaison and support to field staff and can connect them to a sophisticated communications system. This arrangement provides logistical and emotional support to field staff, manages internal and external communication, and assures incident documentation. The new comprehensive emergency response system utilizes many levels of staff expertise, uses staff time and resources more efficiently, and lowers costs. Four critical tools for implementing an organizational emergency response plan are the written plan itself, communications technology, staff training in emergency protocols and communications, and annual systemwide evaluation. Suggestions are offered for creating an emergency response system with limited resources. (SV)

ED 427 924 RC 021 842

Bauch, Joel R.
Measuring Service Quality in Recreational Programs with SERVQUAL.
PUB DATE- 99

including environmental, special, health, medical, and information education. Papers in this volume include: (1) "A Comparison of 3-D Mental Models in Solving Visuospatial Problems between Gifted and Nongifted High School Students" (Shih-Tseng Huang and Chon-Wen Shyi); (2) "Interaction between Different Gender Students and Their Teacher in Junior High School Biology Classes" (Hsiao-Ching She); (3) "Biology Teachers' Knowledge Base of Instructional Representations" (Sheau-Wen Lin and Jong-Hsiang Yang); (4) "Understanding of the Nature of Science of Senior High School Students" (Chen-Yung Lin); (5) "Cultivating Capabilities of Teachers in Promoting Student Creativity: Designing STS Exploratory Environment" (Cheng-Hsia Wang); (6) "Aboriginal Children's Alternative Conceptions of Animals and Animal Classification" (Shih-Huei Chen and Chig-Hsiung Ku); (7) "A Study on the Technological Literacy of Elementary and Junior High School Students in Taiwan" (Ta-Wei Lee, Wei Lin, Kuo-Hung Tseng, and Kuang-Chao Yu); (8) "Science Teachers' Intentions To Teach about HIV/AIDS" (Weir-Sen Lin and John T. Wilson); (9) "Enhancing College Students' Attitudes toward Science through the History of Science" (Huann-Shyang Lin); (10) "Impacts of an Inquiry Teaching Method on Earth Science Students' Learning Outcomes and Attitudes at the Secondary School Level" (Song-Ling Mao and Chun-Yen Chang); (11) "Teaching Competencies Assessment Approaches for Mathematics Teachers" (Shian Leou); (12) "Software Based on S-P Chart Analysis and Its Applications" (Hsin-Yi Wu); and (13) "Reform of Science Education in Taiwan: Contexts, Opportunities, and Concerns" (Vincent N. Lunetta and Norman G. Lederman). (WRM)

ED 427 942   SE 061 993

Hollweg, Karen S.; Kubota, Carole; Ferrell, Phyllis
Changing What We Do: Constructing a Team-Based, Problem-Centered Professional Development Experience.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Curriculum; Elementary Education; *Environmental Education; Higher Education; Nonformal Education; Outdoor Education; *Professional Development; *Teacher Education

Incorporating community-based programs into the curriculum provides rich, real learning experiences. The VINE (Volunteer-led Investigations of Neighborhood Ecology) Follow-Through Project allows third through fifth grade students to work with trained volunteers in guided inquiries on the ecological habitats found in the schoolyard and the community. This book presents a problem-centered professional development experience and describes how teams of formal and nonformal educators and administrators worked together over 14 months to implement the VINE Follow-Through Project. The model is conducted over a two-year cycle which includes two summer institutes. Vignettes from administered projects in Seattle, Louisville, and Broward County, Florida are scattered throughout the guide to supplement and provide concrete examples of the program. A series of appendices list materials needed to conduct a local VINE project. This program is aligned with the National Science Education Standards for professional development. (SJR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; Elementary Secondary Education; Learning Processes; *Learning Theories; Mathematical Applications; *Mathematics Instruction; Problem Solving; Relevance (Education); *Teaching Methods

This paper describes three methods that can be utilized in teaching for meaning in mathematics. These three methods are based on learning theories. Although there may not be consensus of what constitutes meaningful learning in the study of mathematics, there are problems with meaningless mathematics that are widely agreed upon by educators. Teaching methods that contribute to students being able to ground mathematical concepts meaningfully are widely needed. The expectation is that students will be able to apply learned concepts, skills and generalizations when dealing with everyday situations and that they will be able to solve real world problems. (Author)

ED 427 968 SE 062 269

Bragg, Sadie
Investing in Tomorrow's Teachers: The Integral Role of Two-Year Colleges in the Science and Mathematics Preparation of Prospective Teachers. A Report from a National Science Foundation Workshop.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Futures (of Society); *Mathematics Education; *Mathematics Teachers; *Preservice Teacher Education; *Science Education; *Science Teachers; *Two Year Colleges

This document reports the findings from a National Science Foundation (NSF) workshop on the integral role of two-year colleges in the science and mathematics preparation of prospective teachers. Representatives from four-year colleges and universities, school systems, professional societies, and government agencies met with two-year college faculty, administrators, and students to explore issues important to the development of teachers who were well-prepared in science, mathematics, and technology and who were well-qualified to teach. Participants developed recommendations for future activities and projects designed to improve the quality of future teachers in the United States. (CCM)

ED 427 969 SE 062 271

Olivier, Alwyn, Ed.; Newstead, Karen, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (22nd, Stellenbosch, South Africa, July 12-17, 1998.) Volume 1.
PUB DATE- 98
NOTE- 328p.; For volumes 2-4, see SE 062 272-274; for the 1998 conference see ED 416 082-085.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; *Beliefs; Cultural Influences; Data Processing; Educational Change; Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; Fractions; Functions (Mathematics); Geometry; Knowledge Base for Teaching; Learning Theories; *Mathematics

psychology of ethnic and political violence can provide access to individuals' perceptions and, when coupled with other strategies of conflict resolution, can be vital in attaining peace education. (EH)

ED 427 986 SO 029 432

Johansson, Ulla
Accessible to Each and Everyone? Meritocracy and Social Justice in Swedish Education 1800-1960.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Secondary Education; Foreign Countries; *Sex Bias; *Social Bias; *Social Class; Social Influences; *Social Mobility
IDENTIFIERS- *Education Act of 1927 (Sweden); Foucault (Michel); *Sweden

This paper analyzes the relationships among education, meritocracy, and social justice in Sweden. The study identifies reasons for restricted access to grammar schools that, at certain times, have dominated the Swedish discourse concerning the relationship between education and social justice. Social justice and the legitimacy of power during the 19th century are discussed. A description is given to explain how a school system was constructed according to principles which were regarded as impartial, even though it was disadvantageous for the vast majority of the people. The second part of the paper discusses the following questions: (1) How did the teachers define a true or "normal" grammar school student? (2) What social groups were thereby excluded explicitly or implicitly? and (3) What meanings of social justice were embedded in the teachers' discourse? (LB)

ED 427 987 SO 029 433

Thornton, Stephen J.
The Persistent Problem of Method in Social Studies Teaching.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Elementary Secondary Education; *Social Studies; Student Motivation; Student Needs; Teaching Methods
IDENTIFIERS- Historical Background; National Social Studies Standards

This paper relates pedagogical reasons for students not knowing what educators think they should know about social studies. In the past and the present, those who have sought to redress this discrepancy have generally placed more emphasis on changing the formal curriculum than on changing the method, even though the formal curricula have limited and variable effects on what format provided to the learning experience. (BT)

ED 428 006 SO 029 598

Dubnick, Melvin J.
Educating Nomads: Narratives and the Future of Civic Education.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; *Futures (of Society); Higher Education; *Political Science; *Student Needs; World Views
IDENTIFIERS- Educational Issues; Historical Background; *Narrative Theory

In recent years, the concern for civic education has reentered the mainstream agenda of U.S. political science. This paper poses an argument about the nature of the civic education challenge, arguing that the primary issue facing the profession in the area of educating citizens is much "deeper" than those currently being discussed. The focus is on the challenges of the future rather than reviewing the problems of the past. The paper contends that this orientation needs to be taken seriously and considers what needs to be done to "reach" the next generation of students. According to the paper, the emergence of a new worldview among students growing up in the age of the personal computer and other new technologies needs to be taken seriously. Preparation for educating those whom Marshall McLuhan called the "nomadic gatherers of knowledge," the citizens of tomorrow, needs to be undertaken. The paper argues that the very nature of what civic education entails must be rethought as the cultivation of a relevant "narrative" that will engage students in U.S. civic life. The paper first presents a brief and speculative characterization of the "nomadic student," then offers an overview of the role played by different civic education narratives over the past two centuries. Finally, it considers how to approach developing a civic education narrative of the future, and what the implications of the narrative shift might be for those who will be engaged in "educating nomads." Contains 119 notes and a 74-item bibliography. (BT)

ED 428 007 SO 029 608

Smith, Zeric Kay
Building Classroom Community through Group Assignments, Role Plays and Modeling.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Critical Thinking; *Discussion (Teaching Technique); *Group Activities; Higher Education; Instructional Effectiveness; *Political Science; Skill Development; Student Participation
IDENTIFIERS- Learning Environment; Small Group Communication

between differing global interpretive and managerial systems: Imperial Confucianism with its theories about the Mandate of Heaven, and the European enlightenment perspective, as defined by Adam Smith. Questions and outcomes are included for study, as well as seven student projects. (BT)

ED 428 026 SO 030 673

Makkawi, Ibrahim A.
Making Sense of Conflicting Role Expectations among Palestinian Teachers in Israel.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Cultural Context; Elementary Secondary Education; Foreign Countries; Minority Groups; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Historical Background; *Israel; Palestinian Israeli Conflict; *Palestinians

This paper explores the dynamics of conflicting role expectations among Palestinian teachers in Israel as these expectations are generated by the broader Israeli-Palestinian conflict and its manifestation in the educational system. To understand the enigma of Palestinian teachers in Israel, the paper briefly reviews the different role patterns among Palestinian teachers in a historical context. It then discusses the changing sociopolitical role for Palestinian teachers and compares this role along historical lines. The conflicting role expectations among Palestinian teachers also is discussed. (Contains a 17-item bibliography.)(BT)

ED 428 027 SO 030 674

Makkawi, Ibrahim A.
Gender and National Identity Development among Palestinian Women Student Activists in Israel.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *College Students; Cultural Context; *Females; Feminism; Foreign Countries; Higher Education; Minority Groups; Sexual Identity; *Student Attitudes; Student Development; Student Surveys
IDENTIFIERS- Gender Issues; *Israel; National Identity; *Palestinians

This paper focuses on a unique group of Palestinian women--those who live and attend college in Israel. The paper explores the developmental and social-psychological processes leading to gender and national identity achievement among female Palestinian student activists in the Israeli universities and the dialectical relationship between these two identities. The paper points out that to speak about the experiences of Palestinian women students in Israel, aside from the historical

(150)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Partnerships in Education; *Privatization; Public Schools; School Business Relationship; *Teacher Improvement; Teachers
IDENTIFIERS- *Teacher Renewal; University of Central Florida

This paper examines the forces that are shaping the current move toward privatization of teacher renewal, focusing on what forces may precipitate a very different structure for schools, colleges, and departments of education (SCDEs), and the possible options SCDEs have to shape their own future. Today, teacher renewal has metamorphosized from graduate study to school-based courses, contract courses, staff development courses, and renewal activities through private consultants or in-house personnel. This paper discusses the implications of a private academy for SCDEs, focusing on a situation in the Cincinnati public schools in 1990 when a commission was established to examine all aspects of schooling. The commission decided to create a private academy for professional development, but the university was disinvited from participating in its design and management. Without university participation, the quality of professional development ended up being very uneven. The University of Central Florida has proposed a teaching academy for the development of educators that will include participation by the college of education, community colleges, school systems, communities, and businesses. From its conception, the academy has been a model of collaborative planning, and the response to the collaborative approach has been overwhelmingly positive. The planning committee has determined that the academy should be a hub for partnership, a site for demonstration of best practices, and a place for life-long learning. (SM)

ED 428 046 SP 038 329

Gray, John
A Collaborative Model for the Supervision of Student Teaching.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Practicum Supervision; Preservice Teacher Education; *Student Teacher Supervisors; *Student Teachers; *Teacher Collaboration

The collaborative model represents a different approach to the preparation and placement of student teachers at Wilmington College, Delaware, beginning with the spring term of 1997. The collaboration establishes five-member student teaching cohorts and teams of trained supervisors. It encourages the development of a collegial, community-of-support environment within and among the supervisory teams and student teacher cohorts. It involves both student teachers and supervising teachers in preparation programs and seminars. It changes the role of the cooperating teacher to that of a supervising teacher and underpin education and to identify the kind of social partnership that can deliver efficient, effective, and creative teaching. Solutions fell into three areas: using information and communication technology; reducing labor costs, and seeking alternative funding sources. Two appendixes present the conference agenda and a list of participants. (SM)

ED 428 064 SP 038 350

Hyun, Eunsook; Houck, Linda
How We Define the Nature and Essence of Our Work in Higher Education for the 21st Century.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Higher Education; Preservice Teacher Education; *Teacher Educators; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *Postmodernism

This reflective paper attempts to share and bring an emerging postmodern constructive understanding to how higher education agents define the concept of holistic work in a way that is different from the traditionally categorized notions of teaching, research, and service. Through detailed descriptions, two teacher educators (from the School of Education in College of Professional Studies at Florida Gulf Coast University) recreate the events that they have individually and collectively experienced to convey the influence these events have had on the deconstruction, reconstruction, and new construction of their roles. They advocate that to realign and acknowledge the interdependency between what educators teach, how they study, and where they serve the community is imperative in the organism of current higher education. Discussion inquiries included how teachers struggle with issues of defining and/or changing professional roles in teacher education; how teachers and institutions redefine professional roles in teacher education; how changing roles impact teachers' annual, tenure, and/or renewal evaluations of their work; and where teachers are going regarding teacher educator roles in higher education and whether they want to go there. An appendix presents the School of Education Position Statement on the Nature of Faculty Roles and Responsibilities. (Author/SM)

ED 428 065 SP 038 351

Freire, Ana Maria Araujo, Ed.; Macedo, Donaldo, Ed.
The Paulo Freire Reader.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Educational Improvement; Educational Philosophy; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; *Literacy Education; Politics of Education; Preservice Teacher Education; Social Class; *Social Discrimination; Urban Education

by which this particular theory can be validated. The first part of the paper describes Perry's scheme and assumptions of cognitive development theories in general. Perry described late-adolescent development in terms of nine positions, or coherent forms of thought. The scheme represents a continuum that describes the steps by which students move from a simplistic, categorical view of the world to a realization of the contingent nature of knowledge and values to the formation and affirmation of their own commitments. Other researchers have attempted to operationalize the relevant constructs in Perry's theory. The evidence concerning the reliability of currently used measures based on Perry's scheme is reviewed, including information on scaling and scoring. Other alternatives for measuring these relevant constructs in Perry's theory are explored. A look at all these approaches suggests some ways in which Perry's theory might be validated. Accountability issues in student personnel are of increasing interest, and the Perry scheme has considerable relevance for these concerns. Some of the major issues involved in developmental research are reviewed, including assessment problems, measurement issues, selection of sample subjects, and research design difficulties. The design of a course of research is explored, including a discussion of the relevance of qualitative methods to such research, improvements on efforts by others, and the possibility of alternative scaling procedures. (Contains 2 tables, 1 figure, and 114 references.) (SLD)

ED 428 085 TM 029 485

Mertler, Craig A.
Classroom Assessment Practices of Ohio Teachers.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, OH.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Assessment; Educational Practices; Elementary Secondary Education; Performance Based Assessment; *Student Evaluation; *Teachers; Test Construction; *Test Use
IDENTIFIERS- *Alternative Assessment; *Ohio

A descriptive study was conducted to examine the current assessment practices of teachers in Ohio. The specific aim of the study was to gain an understanding of the extent to which teachers use traditional versus alternative forms of assessment techniques in their classrooms. Participants were 625 teachers from kindergarten through grade 12. The study resulted in a moderately thorough description of these teachers' assessment practices. It builds on previous research by incorporating descriptions of alternative assessment practices. As previous research found, teachers did not spend much time conducting statistical analyses of their assessment data. In addition, there are significant differences among teachers at different school levels and at differing levels of teaching experience with respect to their assessment practices, specifically in the use of traditional and alternative strategies and the frequency of use of specific item types. Recommendations include tailoring measurement courses to fit the needs of future classroom teachers. (Contains 5 tables and 10 references.) (Author/SLD)

Composition of Governing Boards of Public Colleges and Universities, 1997. AGB Occasional Paper No. 37.
PUB DATE- 98
NOTE- 16p.; For related reports, see HE 031 886-888.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Governance; *Governing Boards; Higher Education; National Surveys; *Public Colleges; *State Universities; *Trustees

This report presents results of a 1997 survey of the governing boards of public colleges and universities to identify trends in their membership and board policies and practices. Among highlights are the following: (1) boards have an average size of 11 members; (2) nearly half of board members are selected by gubernatorial appointment; (3) 41 percent of respondents stated that political party affiliation was important in board selection; (4) 34 percent had conducted a review of their own performance within the past 5 years; (5) more board members were female than in 1985; (6) the racial and ethnic composition of boards has not changed significantly since 1985; (7) 62 percent of board members are aged 40 to 59; (8) almost 37 percent of board members are business executives; (9) less than 1 percent of board members are members of other college/university boards; and (10) approximately 3 percent of members serve on corporate boards and more than 4 percent serve on boards of other nonprofit organizations. Analysis of the 293 responses are presented in text and graphics. Data detailed cover board size and member characteristics including gender, race/ethnicity, age, and primary occupations. Data on board policies and practices are presented concerning the following aspects: required members, members serving on other boards, length of terms and limits, meetings, and performance reviews. (DB)

ED 427 635 HE 031 890

McCarthy, John H.; Turner, Robert M.; Johnson, Sandra L., Ed.
Understanding Financial Statements. A Strategic Guide for Independent College & University Boards.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Educational Finance; Financial Policy; *Fiscal Capacity; *Governance; Governing Boards; Higher Education; *Private Colleges; Strategic Planning

This guide for members of the governing boards of independent colleges and universities is intended to provide information necessary to an understanding of college and university financial statements, especially annual financial statements. Following an introductory chapter, chapter 2 identifies key questions and strategic issues facing institutions in the areas of pricing, financial aid, revenue sources, costs, physical plant/capital maintenance, and measures of service efforts and accomplishments. Chapter 3 offers an overview of the requirements of the financial reporting process, including definitions, the statement of financial position, statement of activities, statement of cash flows, the financial reporting process, and objectives of financial reporting. The next three

ED 427 655   IR 019 174

Carver, Curtis A.; Ray, Clark
Automating Hypermedia Course Creation and Maintenance.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Several figures may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Interfaces; Computer Uses in Education; *Courseware; Educational Technology; *Electronic Libraries; Higher Education; *Hypermedia; *Material Development; *World Wide Web
IDENTIFIERS- *Authorware; *Course Development; HTML; Military Academy (West Point) NY; Virtual Classrooms

While many tools exist for the development of individual Hypertext Markup Language (HTML) pages, few exist for the development of complete hypermedia courses. The HTML Course Creator (HCC), developed by students at the U.S. Military Academy (West Point, New York), allows instructors who are not HTML experts to rapidly develop and easily maintain consistent, distributed hypermedia courses and associated digital libraries. Using a simple point-and-click environment, instructors can add a variety of media types without knowing HTML tags. The tool acts on user input to create a hierarchical course structure and all of the related HTML documents. The course can be tailored to specific styles based on templates that are consistently applied to all course documents. The software also maintains a complete course-wide digital library of all media used within the course by location, media type, media anchor, and lesson. A table presents the components of the initial hypermedia course developed, and figures illustrate the following HCC interfaces--key information, main course, course, lesson, add graphic, and digital library. Contains 12 references. (Author/DLS)

ED 427 656   IR 019 175

Christian, Carol A.
Innovative Resources for Education and Public Information: Electronic Services, Data and Information from NASA's Hubble Space Telescope and Other NASA Missions.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 96
NOTE- 6p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Astronomy; Educational Media; *Educational Resources; Educational Technology; *Hypermedia; Information Dissemination; Information Technology; Multimedia Materials; Partnerships in Education; *Scientific and Technical Information; *Space Sciences; *World Wide Web
IDENTIFIERS- Hubble Space Telescope; National Aeronautics and Space Administration

reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Mediated Communication; Courseware; Educational Technology; Feedback; Intermediate Grades; Junior High Schools; *Middle Schools; Models; *Multimedia Instruction; *Multimedia Materials; Science Curriculum; *Science Instruction; World Wide Web
IDENTIFIERS- *Alternative Assessment; Virtual Classrooms; Web Sites

This paper discusses a model of integrated instruction and assessment called SMART (Special Multimedia Arenas for Refining Thinking). SMART involves interactive use of the Internet and multimedia software. The Internet serves three important functions: it acts as a formative assessment tool by providing individualized feedback to students, creates a learning community by displaying data submitted by participating classrooms, and promotes discussion and reflection on important concepts. This paper discusses design features of the SMART model, including the Internet tools, and describes an example from middle-school science. Two figures present an excerpt from the SMART WWWeb macroinvertebrate catalog and an excerpt of student feedback from SMART WWWeb. (Author/DLS)

ED 427 676 IR 019 195

Waxman, Jerry
A Course in Internet/Multimedia for Non-Computer Science Majors.
PUB DATE- 96
NOTE- 4p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Science Education; Computer Software; Electronic Publishing; Higher Education; Hypermedia; Information Retrieval; Instructional Design; Interdisciplinary Approach; *Internet; Multimedia Instruction; *Multimedia Materials; Navigation (Information Systems); Nonmajors
IDENTIFIERS- City University of New York Queens College; Course Development

This paper presents a high-level course in computing for non-majors offered at Queens College (New York). The course focuses on the acquisition and presentation of data and information. For data acquisition, the course will give the students high-level mastery of the Internet. For the presentation of information, the students will learn multimedia authoring systems such as Toolbook and Director, but the primary focus will be on World Wide Web publishing. The course will be structured around: (1) a lecture which stresses high-level mastery of the software tools; (2) exploratory, hands-on supervised lab sessions in a specially constructed lab; (3) assignments which require students to continue, on their own, the exploration begun in the lab; and (4) a support network of graduate and undergraduate student aides. (Author/DLS)

ED 427 677 IR 019 196

training expertise and innovative practices. Evolving the concept of a collaborative approach to training, LearnShare combines the best training practices and programs of the partners with leading-edge distance learning technology. The result provides LearnShare members electronic access to proven training materials and enables them to participate in and benefit from research and development opportunities in multimedia and distance learning practices. This paper highlights: (1) background on LearnShare, including the consortium's benefits, goals, and vision; (2) LearnShare processes, including its evolution, organizational structure, research objectives, and technologies used; (3) impact, including critical success factors, objectives that would reduce members' capital investment, and information contained in quarterly reports; and (4) LearnShare as a model for future instructional design, development, and delivery. (Author/AEF)

ED 427 695 IR 019 246

Davies, John; Stewart, Scott; Weeks, Richard
Knowledge Sharing over the World Wide Web.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; Computer Networks; Computer System Design; Cooperation; Information Dissemination; Information Management; Information Networks; *Information Systems; Knowledge Representation; *Organizational Communication; *Sharing Behavior; Teamwork; *User Needs (Information); Users (Information); *World Wide Web
IDENTIFIERS- Interest Groups; *Knowledge Management

This paper describes a system that facilitates and encourages the sharing of knowledge among groups of users within or across organizations. KSE (Knowledge Sharing Environment) is a system of information agents for organizing, summarizing, and sharing knowledge from a number of sources, including the World Wide Web, an organization's internal intranet, or other users. Users are organized into closed user groups or communities of interest with related or overlapping interests, such as members of a project team, students studying the same subject (perhaps at different institutions), or members of an organizational department. As well as sharing explicit (codified) knowledge, sharing of tacit knowledge is encouraged via automatic suggestion of and support for contact between people with mutual concerns or interests. Following a brief discussion of storing and organizing knowledge in KSE, the paper focuses on the following topics related to tacit and explicit knowledge in KSE: (1) ways that KSE facilitates access to and automatic sharing of explicit knowledge, including e-mail notification, keyword retrieval, a "What's new?" feature, and interest groups; (2) adaptive agents; and (3) finding people and tacit knowledge, i.e., the social aspects of the system. Two figures present a typical KSE home page and the main features of the KSE. (Author/AEF)

ED 427 696 IR 019 247

annotations; (2) annotations versus news groups; (3) examples of other Web-based annotation tools; (4) project design constraints; (5) Medium's architecture; (6) the development process; (7) features and restrictions of Medium; (8) the user interface; (9) the evolution of Medium through three design phases; (10) extending Medium to add new functionalities; and (11) Medium as an education tool. Figures present the document refinement process, design phases, and cross-referencing documents. (Author/AEF)

ED 427 714 IR 019 265

Laufer, Carlos; Fuks, Hugo; de Lucena, Carlos J. P.
Rio Internet TV--AulaNet(TM) Using Videoconference in Web-Based Learning.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Software Evaluation; Cooperative Learning; *Distance Education; Educational Technology; Foreign Countries; Graduate Study; Higher Education; Information Technology; Instructional Effectiveness; Interaction; *Interactive Video; Lecture Method; *Teleconferencing; *World Wide Web
IDENTIFIERS- Brazil; Learning Environments; *Video Teleconferencing

This paper presents the results of an experiment using videoconferencing in a distance graduate course in the Computer Science Department at the Catholic University of Rio de Janeiro (Brazil). The purpose of the experiment was to test two videoconference technologies that are widely used on the Internet, Cu-SeeMe and Real technology, and to assess their performance and impact on a distance course. Objectives of the three stages of the experiment were: (1) to transmit the lectures live so that they could be watched at a distance simultaneously with the course site; (2) to transmit the lectures live and to record them for later use by the students; and (3) to make recorded lectures available so that students could watch them asynchronously. Results were assessed for later use in AulaNet, an environment for World Wide Web-based learning. CU-SeeMe proved to be suitable for synchronous events where interaction is necessary between participants. Real technology proved to be suitable for broadcasting information where interaction is not necessary, as it provides good quality audio and video, low transmission rates, and good continuity in the audio. Three figures present Cu-SeeMe windows, a remote student's screen showing CU-SeeMe and Real windows, and a page form the course Web site. (AEF)

ED 427 715 IR 019 266

Lester, Callum R.; Robinson, David A.; Hamilton, Neil M.
Using Java and Dynamic HTML To Develop Collaborative, Computer Assisted Learning.
SPONS. AGENCY- Scottish Higher Education Funding Council, Edinburgh.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet

Department at MSU are first described. The information block development concept for implementing open distributed learning (ODL) is reported, and software standards for instructional materials are discussed. The ICT support of lecture courses and future ODL projects for MSU and Moscow elementary schools are described. (Author/AEF)

ED 427 733 IR 019 284

Sarapuu, Tago; Adojaan, Kristjan
Evaluation Scale of Educational Web Sites.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; Educational Technology; Evaluation Criteria; Evaluation Methods; Instructional Effectiveness; Instructional Materials; Nonprint Media; Tables (Data); User Satisfaction (Information); *World Wide Web
IDENTIFIERS- *Web Sites

This paper presents an Evaluation Scale which is applicable to various types of educational Web sites. It consists of three parts: composition of the site (concerned with general characteristics, presentation and illustration of information, and user's impression); pedagogical aspects; and curriculum-related aspects. Twenty-seven biology teachers who had previously passed an advanced in-service course in computer usage in their subject formed an expert group. They evaluated two Web sites, ranking 43 different statements in the Evaluation Scale according to their opinions of the presented sites. Evaluation results are presented, along with six figures showing the front pages of the two Web sites and response tabulations. The paper concludes that the Evaluation Scale should be applicable to instructional Web sites of different countries. (AEF)

ED 427 734 IR 019 285

Schmidt, M.; Blackmon, W. H.; Rehak, D. R.; Bajzek, D.
Online Art History: Design, Development, and Review of an Interactive Course.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *Art History; *Computer Assisted Instruction; Higher Education; *Instructional Design; Instructional Development; Introductory Courses; *Online Systems; World Wide Web
IDENTIFIERS- *Carnegie Mellon University PA

Carnegie Mellon Online has been used to deliver several university courses to thousands of students at Carnegie Mellon University (Pittsburgh, Pennsylvania) over the last 2 years.

course, online students filled out a preliminary survey that dealt with general computer literacy and Internet usage. At the end of the course, students completed an evaluation survey that examined quality of learning, quality of class material sand instruction, availability of materials, management of the learning process, monitoring and feedback activity, objectives, and personal reactions. Results indicated that it might be possible to place so much emphasis on the remote classroom that students in the more traditional transmission site feel neglected. While the combination of compressed video transmission and Internet resources can provide for rich distance education learning, achieving a balance between the two sites presents the instructor with unique challenges. The questionnaires are appended. (AEF)

ED 427 754 IR 019 405

Miyasato, Ellen
Setting the Stage for Dynamic Use of Distance Learning Technologies in Education. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Development; Educational Environment; *Educational Technology; Instructional Design; *Professional Development; Program Development; Program Implementation; *Staff Development; *Telecommunications
IDENTIFIERS- Collaborative Inquiry; Information Infrastructure; Learning Environments; *Technology Implementation; Technology Integration; Technology Plans

This paper reviews the components of three critical dimensions that must be considered during the implementation of distance learning processes: essential conditions, educational consensus about teaching and learning, and telecommunications technology capacity. These dimensions lay the foundation that affects future decisions about school budgeting, resource allocation, teaching and learning, certification, and professional development. Implications for professional development are explored in depth. The phases for infusion of new tools and ideas into staff development are discussed; a table presents a matrix that includes aspects of instructional strategies, learning tasks, assessment, and student and teacher roles during the different phases (i.e., entry/adoption, adaptation, integration/collaborative expansion, invention) of technology development within a learning environment. Features common to staff development strategies that encompass collaborative reflective inquiry are described, and suggestions for successful implementation of distance education are included. (AEF)

ED 427 755 IR 019 406

Scott, Douglass J.
The Human Dimension of Computer-Mediated Communications: Implications for International Educational Computer Conferences.
PUB DATE- 97
NOTE- 18p.; "Based on a paper originally presented at Waseda University's Human Science Research Center's 10th Anniversary Symposium (Tokyo, Japan, October, 1997)."

Questionnaires; Staff Development; *Teacher Attitudes; Teachers; *Telecommunications; Training

IDENTIFIERS- *Scotland

The aims of this research were to: investigate teachers' needs for knowledge and skills in relation to the effective use of Information and Communications Technology (ICT), and suggest ways of enhancing future design and delivery of self- and staff-development in order to increase and improve the level of ICT use in Scottish schools. First, a survey of primary and secondary teachers was undertaken to provide basic data on the current levels of ICT use in schools, teachers' experience of ICT training to date, and their perceptions of their ICT knowledge and skills needs. A number of scenario interviews were carried out to provide a more in-depth understanding of these issues and the contextual factors which influence teachers' responses to ICT and ICT training. Interviews were also held with technicians and librarians in secondary schools; headteachers were surveyed on their perceptions of the needs of teachers, and school ethos and policies on ICT, and a short questionnaire survey of education authorities was conducted. The study highlighted a number of issues relating teachers' use and requirements of, and attitudes to ICT. These findings are grouped and discussed in this report under the following subject headings: use of ICT; problems and challenges; attitudes, skills and training; and organizational culture. Recommendations relating to training and development; ready access to ICT; and ongoing support and advice beyond initial training are provided. (AEF)

ED 427 774 IR 019 431

Guan, Yi; Wang, Jianjun; Gable, Robert K.; Young, Michael F.
Student Attitudes toward Multimedia Classrooms.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Eastern Educational Research Association Conference (Tampa, FL, February 26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Attitudes; Computer Managed Instruction; Computer Uses in Education; Higher Education; Instructional Materials; *Multimedia Materials; Questionnaires; Sex; *Student Attitudes; Student Motivation

The purpose of this study was to develop a valid and reliable instrument to measure students' attitudes toward multimedia classrooms and to investigate students' attitudes toward learning in multimedia classrooms. The research questions examined: (1) whether the instrument of students' attitudes toward multimedia classrooms valid and reliable; (2) students' attitudes toward multimedia classrooms; (3) whether there are differences among various classes with respect to students' attitudes; (4) whether differences exist between male and female students with respect to their attitudes; and (5) whether there is any interaction between types of course and gender with respect to students' attitudes. The study of 166 participants (students at a large university in the northeastern United States) showed that the attitude instrument was moderately reliable and valid. The mean scores of attitude items were high. There were no interactions between types of courses and gender, and there were no significant differences across courses with respect to attitudes. Female participants

Regulating Internet User Access and Content: Varying Strategies Imposed by the World's Governments.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Oklahoma State University Graduate Research Symposium (Stillwater, OK, March 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Mediated Communication; *Government Role; Information Dissemination; Information Sources; Intercultural Communication; *International Cooperation; *Internet; *Online Systems
IDENTIFIERS- *Government Regulation; Media Government Relationship; United Nations

There has been tremendous growth within the past decade in the number of individuals who have joined "the information highway" and have become empowered to use a computer to gain information about their world. In the United States, there are relatively few governmental restrictions imposed upon citizens who seek to communicate with others over the Internet. However, restrictions are the norm rather than the exception in other parts of the world. This paper examines the general issues of computer-mediated information access and content rights to illustrate the current diversity of opinion about the assembly, ownership and transmission of Internet messages. It illustrates different strategies imposed by national governments to restrict Internet use, and shows how many of the restrictions are in the direct violation of the United Nations and G-7 international agreements. The paper ends with concepts that individual users might wish to adopt to help establish and support their rights in the online world: the fostering of economic progress and technological advancement for all the world's peoples; the acceptance of cultural diversity in all its forms; and the necessity of education to the importance of communication in general and online communication in particular. (Contains 36 references.) (Author/JMK)

ED 427 794   IR 057 301

Wasik, Joann M.
Building and Maintaining Digital Reference Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; Computer System Design; Information Dissemination; Information Seeking; *Information Services; Internet; *Reference Services; Technological Advancement
IDENTIFIERS- *Digital Data; *Digital Technology; ERIC Digests; Question Answering

Digital reference services (also known as "AskA" services, as in "Ask-an-Expert") provide subject expertise and information referral over the Internet to their users. This ERIC Digest provides an overview of the growing digital reference movement and its implications on sponsoring organizations, and examines

Based on data submitted by Michigan's 28 community colleges for 1997-98, this report provides instructional, enrollment, personnel, revenue, and expenditure information at the state's colleges and reviews the state funding formula. Section 1 provides historical data from 1987 to 1998 on state appropriations, property tax revenue, tuition and fee revenues, state equalized valuation, general fund revenues, at-risk student grants and unduplicated student headcount. Section 2 provides 1997-98 data on instruction and enrollment, including fiscal-year equated students (FYES) by instructional sub-activity and element, credit hours in prisoner education, student contact hours compared with student credit hours by state and college, and unduplicated student headcounts. Section 3 provides information on full-time equated (FTE) personnel and ratios of FYES to FTE personnel. Section 4 focuses on general fund revenues, including data on general fund revenue sources; tuition and fees; property taxes; and state aid. Section 5 describes expenditures, including general fund expenditures by activity and per FYES, instructional expenditures per FYES, costs per student contact hour, salary fringe benefits, average compensation, physical plant expenditures, and energy costs per cubic foot. The final sections present Michigan's community college funding formula for 1999-2000 and a summary of current funds and information. The State Activities Classification Structure and definitions of terms are appended. (AS)

ED 427 813   JC 990 114

McCall, H. Carl
New York State's Community Colleges: Cost-Effective Engines of Educational Access and Economic Development.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; Educational Change; *Educational Finance; Enrollment Trends; Income; Labor Force Development; Operating Expenses; Scholarships; *School Funds; *State Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *New York; State University of New York

New York State's 36 community colleges have operated under serious financial constraints since the beginning of the last recession in 1990, which diminished state funding and induced program cuts and higher tuition. New York's community college system was established based on a funding model of one-third each by State aid, local support, and tuition revenues, but the State has dropped its share below one-third since 1992, causing tuition revenues to exceed its one-third share. Tuition and fees at New York community colleges now average nearly $2,600, exceeding the national average ($1,500) by nearly 70%. Following an executive summary and recommendations offered for consideration in budget planning, this report discusses the following issues: (1) community college role and structure, including its history as a cost-effective point of access; (2) funding, specifically state, local, and student support; tuition levels; Hope scholarships; and capital development; (3) governance, with a focus on budget setting and the lack of priority often accorded to the community colleges by the State University of New York system board; (4) workforce development, including skills upgrading and retention, employer-specific skills training, community colleges as economic development agencies, and the Workforce Investment Act of 1997; and (5) survey completed by 343 students. Findings indicate that: (1) there doesn't seem to be much difference between day and evening student preferences of courses and related college services; (2) many students are employed by companies that are located in or near the Airpark, have tuition refund policies, and might be amenable to on-site registration for employees; (3) Airpark's attractiveness to students is largely due to its proximity to home and employment; (4) college mailings and newspaper ads appear to be the most effective medium for reaching Airpark students; (5) students prefer course offerings that are flexible, with class times that are limited in frequency and duration; (6) preferences are strongest for morning and evening classes; (7) formation of a weekend college would be welcome; and (8) a marketing plan should be developed that targets employers and high schools within the Airpark service area. Appendixes A-D contain the survey letter and instrument, tables, raw survey results, and a statistical analysis. (AS)

ED 427 832 PS 025 700

Miller, Felicia, Ed.
America's Children: Key National Indicators of Well-Being.
Federal Interagency Forum on Child and Family Statistics, 1997.
SPONS. AGENCY- Office of Management and Budget, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; College Bound Students; Demography; Drinking; Dropout Rate; Early Childhood Education; Early Parenthood; Employed Parents; Family Literacy; Family (Sociological Unit); Health Insurance; High School Graduates; Housing Needs; Infant Mortality; Limited English Speaking; Mathematics Achievement; Mortality Rate; *National Surveys; Out of School Youth; Poverty; Prenatal Care; Reading Achievement; Smoking; *Social Indicators; Statistical Surveys; Substance Abuse; Trend Analysis; Victims of Crime; Violence; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Indicators; Physical Activity Limitations; Vaccination

This report of the Interagency Forum on Child and Family Statistics presents nationwide data on the well-being of America's children. The statistical report is based on 25 indicators of child well being: (1) child poverty; (2) food security; (3) housing problems; (4) secure parental employment; (5) health insurance; (6) summary health status; (7) prenatal care; (8) infant mortality; (9) low birthweight; (10) childhood immunization; (11) activity limitation; (12) child mortality; (13) adolescent mortality; (14) teen births; (15) cigarette smoking; (16) alcohol use; (17) substance abuse; (18) victims of violent crimes; (19) difficulty speaking English; (20) family reading; (21) early childhood education; (22) math and reading proficiency; (23) youth high school completion; (24) detached youth; and (25) higher education; with a special section on (26) child abuse and neglect. Part 1 of the report describes population and family characteristics of children in the United States. Part 2 presents results on the well-being indicators. Findings indicate that the percentage of children in poverty and who report not having enough to eat declined

SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Child Development; Children; Equipment Maintenance; Equipment Standards; Fund Raising; Parent Role; *Playgrounds; *Safety; Safety Equipment
IDENTIFIERS- Child Safety; *Playground Design; *Playground Equipment; Surfacing Materials

This collection of nine leaflets from the National Program for Playground Safety addresses the active role parents and other adults should take in ensuring playground safety for children. Four leaflets, each focusing on a topic related to a letter in the word "safe," provide suggestions to ensure playground safety. Leaflet "S," "Supervision Means...," covers being alert and attentive, being aware of age-appropriate equipment, evaluating hazards, observing signs, knowing safe playground rules, intervening when inappropriate behavior occurs, ensuring safe children's clothing, and being prepared. Leaflet "A," "All Children Should Play on Age-Appropriate Equipment," covers the following areas: (1) playground equipment that fosters appropriate physical development and is scaled accordingly; (2) playgrounds that help ensure positive emotional, social, and intellectual development; (3) play areas that provide accessibility and play opportunities for all children; and (4) examples of age-appropriate equipment. Leaflet "F," "Falls to Surface Should Be Cushioned," discusses why cushioned surfacing is needed, appropriate surfaces, where surfaces should be placed, maintenance needs, surfaces to increase accessibility, and how to determine how much loose-fill surfacing is needed. Leaflet "E," "Equipment Should Be Safe," discusses what a safe playground should look like, types of needed routine maintenance, and other safety measures to check on a regular basis. Three additional leaflets provide a list of resources available from the National Program for Playground Safety, a playground inspection guide for parents, and tips for playground fundraising. Finally, a 4-page brochure discusses 23 steps in planning a play area for children. (EV)

ED 427 852 PS 027 340

Dominguez-Arms, Amy; Fernandez, Geovanny
Report Card '98: A Decade of Political and Economic Change Shapes Children's Lives. A Children Now Report.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Advocacy; Child Health; *Child Welfare; Economically Disadvantaged; *Low Income Groups; *Public Policy; Social Action; Social Change; Social Services
IDENTIFIERS- *California

This report discusses changes in markers of the well-being of children in California, focusing on at-risk children in lower income groups. The report considers earnings growth and decline for California's families, public and private resources welfare to obtain child care so that they can work or attend training or education. Using data compiled from information received from Arkansas CCDF sites, this report provides statistical information on the children served and their households during fiscal year 1997-98. Statistics are presented in graphs and charts for student totals by county of residence and by program type, age, female-male ratio, race, household income, disabilities, percentage parent pays, eligibility categories, and student total by site. Eligible children are those under age 13 (or up to age 19, if disabled), who reside with a family whose income does not exceed 85% of the State median income for a family of the same size, and reside with a parent who is working or attending a job-training or educational program, or are receiving protective services. A total of 3,215 children were served as reported from the CCDF sites, an increase of 171% from the 1996-97 fiscal year. (JPB)

ED 427 871 PS 027 364

Preventing Child Death: Strategies for the Prevention of Child Death by Poisoning, Firearms, Drowning and Fires. A Special Report Commissioned by the Children's Trust Fund of Texas.
SPONS. AGENCY- Children's Trust Fund of Texas, Austin.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accident Prevention; Accidents; Change Strategies; *Children; *Death; Fire Protection; Guns; Injuries; Poisoning; *Prevention; Safety; *Safety Education
IDENTIFIERS- *Child Safety; Drownings; Texas

This report is designed to be used in conjunction with the Texas Child Fatality Review Team Annual Report, which provides a comprehensive analysis of the incidence of child death in Texas and examines the state's fatality response system. Four types of preventable death are the focus of this report: deaths by drowning, gunshot wounds, poisoning, and those caused by fire. This report examines causes and preventive intervention or education strategies. A section of the report is devoted to each of the four causes of death. The first part of each section presents information concerning what factors cause death. For each type of accidental death, environmental factors, as well as ethnic, age, gender, and cultural factors, are examined. The second part of each section presents ideas for preventing accidental deaths of children. Contains 53 references. (EV)

ED 427 872 PS 027 365

Hormuth, Pamela
The State of Texas Children: Fact Book 3.
SPONS. AGENCY- Children's Trust Fund of Texas, Austin.; Annie E. Casey Foundation, Baltimore, MD.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Texas State Dept. of Health, Austin.; Texas State Dept. of Human Services, Austin.; Texas Work and Family Clearinghouse, Austin.
PUB DATE- 98
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.

year; (3) service intensity, measured in hours of instructional services offered to participants, has increased steadily during the 4 years of the second evaluation; and (4) excluding families who left the program after having completed their goals, 60 percent of families in 1996-97 were continuing participation at the end of the program year (64 percent of new families; 54 percent of families continuing from previous years). The report's appendices include Even Start legislation, additional data tables, multivariate analyses in chapters 5 and 6, and additional information about the sample study. Contains 133 references.) (HTH)

ED 427 890 PS 027 397

St. Pierre, Robert; Gamse, Beth; Alamprese, Judith; Rimdzius, Tracy; Tao, Fumiyo
Even Start: Evidence from the Past and a Look to the Future. National Evaluation of the Even Start Family Literacy Program.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 57p.; For 1996 Interim Report, see ED 418 815. For 1994-1997 Final Report, see PS 027 396.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Early Childhood Education; Evaluation Methods; *Family Literacy; Family Programs; Program Evaluation
IDENTIFIERS- *Even Start; Program Characteristics

The Even Start Family Literacy Program is intended to help break the cycle of poverty and illiteracy by improving the educational opportunities available to low-income families with limited educational experiences. Based on state and national evaluations, this report for policy makers and practitioners summarizes what has been learned about the Even Start family program after 10 years of demonstration and evaluation activities, and points out some of the directions, possibilities, and problems facing the program in the future. The report first describes the Even Start program as it has been implemented in more than 600 locations across the nation. The second section focuses on major changes that have occurred over the past decade: in the program size and administration, in the types of families served, in services and participation, and in program costs. The third section describes the kinds of effects that Even Start has had on participating families, with an emphasis on implications for improving practice. The final part of the report looks to the future and addresses issues of recent legislative changes, program quality, program institutionalization, the effect of welfare reform, and a trend toward improved evaluations. Contains 31 references. (HTH)

ED 427 891 PS 027 400

Aidman, Amy; Ginossar, Tamar
Remembering Life with Television: An Analysis of Israeli Students' TV Autobiographies.
PUB DATE- 98
NOTE- 17p.; Paper presented at the International Communications Association Preconference (Haifa, Israel, July 19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

into Curricula.
PUB DATE- 99
NOTE- 29p.; Chapter 5 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indian Languages; American Indians; Cultural Maintenance; *Culturally Relevant Education; *Curriculum Development; *Educational Needs; Educational Strategies; Elementary Secondary Education; Federal Indian Relationship; Higher Education; *Language Maintenance; *Multicultural Education; Tribally Controlled Education
IDENTIFIERS- Endangered Languages

This chapter discusses challenges to the perpetuation of American Indian languages and cultures, as well as successful strategies and practices for developing culturally relevant curriculum. A review of the history of U.S. assimilative educational policies towards American Indians leads into a discussion of the importance of language in maintaining cultural continuity and Native identity; the five stages of language preservation; and the recognition by the federal government, embodied in the Native American Languages Act of 1990, of the rights of American Indian tribes to determine their own linguistic destinies. The general population's lack of knowledge about American Indians is discussed. Seven values common to traditional Native education are identified that could form the basis of a tribal code of education or curriculum, and six recommendations are offered to move public schools toward equality and equity. An overview of successful models of culturally relevant curriculum in the U.S. and abroad is followed by a call for a National Native Curriculum Project, funded by the U.S. Department of Education, that would have regional offices develop locally researched Native curricula. The result would be a curriculum in every U.S. school that would change years of misinformation and enable students to view concepts, issues, events, and themes from the unique and diverse perspectives of Native groups. Contains references in endnotes and a bibliography. (TD)

ED 427 908 RC 021 804

Cajete, Gregory A.
The Native American Learner and Bicultural Science Education.
PUB DATE- 99
NOTE- 27p.; Chapter 6 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; *Cognitive Style; *Cultural Differences; Culturally Relevant Education; Educational Needs; Educational Philosophy; Elementary Secondary Education; Experiential Learning; Holistic Approach; Multicultural Education; *Science Instruction; Social Bias; Social Values; Teaching Methods; *World Views
IDENTIFIERS- Indigenous Knowledge Systems; *Native Americans

Explanations of natural phenomena within a traditional Native American context are often at odds with Western scientific philosophy and what is taught in school science. Herein lies a very real conflict between two distinctly different worldviews: the mutualistic/holistic-oriented worldview of Native American

NOTE- 15p.; In: ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, FL, October 20-24, 1998); see RC 021 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; Data Collection; Data Interpretation; Higher Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *Recreational Programs; *Surveys
IDENTIFIERS- *Outdoor Recreation; *Service Quality

Many directors of college recreational programs are feeling pressure for increased accountability in the face of shrinking financial resources and increased demand for services. One method of providing that accountability and learning about the strengths and weaknesses of services offered is by assessing the level of client satisfaction. Developed by marketing researchers, SERVQUAL is a service quality measurement tool that compares clients' expectations for service performance with their perceptions of actual service performance. The tool divides customer satisfaction into five measurable components: tangibles, reliability, responsiveness, assurance, and empathy. A questionnaire used by Campus Recreation at the University of Nebraska at Omaha was altered from its retail industry origins to meet the needs of college programs and includes 22 statements on client expectations of service quality, 22 statements on client perceptions of service quality, and sections on use patterns and demographics. The statistics generated are basic and relatively easy to compile on a spreadsheet program. Survey information can provide direction for staff training, equipment purchasing, facility design, and other program aspects that affect customer satisfaction. This paper includes a sample survey and suggestions for survey implementation and interpretation. (Author/SV)

ED 427 925   RC 021 843

Huffman, Michael G.
Trouble in Paradise - Accident Trends in the Outdoors.
PUB DATE- 99
NOTE- 11p.; In: ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, FL, October 20-24, 1998); see RC 021 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; *Accidents; Adventure Education; Mass Media Effects; National Parks; Outdoor Activities; *Physical Environment; *Recreationists; *Rescue
IDENTIFIERS- Deserts; Mountaineering; *Outdoor Recreation; *Risk Taking

In the U.S. there has been an increase in the number of outdoor recreationists requiring rescue. While it might seem logical that this trend results from the increasing numbers of outdoor enthusiasts, other factors contribute. Mass media give wide exposure to outdoor activities and use outdoor recreation to market many products and services. Such advertising and televised broadcasts of outdoor sports seldom emphasize the importance of preparation and training and often encourage risk-taking among weekend participants. National Park rangers

ED 427 943 SE 061 995

Eisenhart, Margaret; Finkel, Elizabeth; Behm, Linda; Lawrence, Nancy; Touso, Karen
Women's Science: Learning and Succeeding from the Margins.
PUB DATE- 98
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Non-print Media (100)
DESCRIPTORS- Elementary Secondary Education; *Engineering; *Engineering Education; Higher Education; *Science Careers; *Science Education; Sciences; Sex Bias; *Sex Fairness
IDENTIFIERS- *Gender Gap

This monograph addresses the gender gap in science and engineering. Case studies of women in marginalized science and engineering settings are presented including an innovative high school genetics class, a school-to-work internship for prospective engineers, an environmental action group, and a nonprofit conservation agency. The high proportion of women in these settings were successful at learning and using technical knowledge, advanced in roughly equal percentages to men, and generally enjoyed their work; however, these same women enjoyed little public prestige and received significantly less financial compensation. The book expands our conception of scientific practice as it reconfigures both women's roles in science and the meaning of science in contemporary society. (Author/WRM)

ED 427 944 SE 061 996

Paradis, Olga; Savage, Karen; Judice, Michelle
Science Squared: Teaching Science Visually.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bulletin Boards; Display Aids; Elementary Secondary Education; Higher Education; *Science Instruction; Teaching Methods; *Visual Aids

This paper describes a collection of novel ideas for bulletin board displays that would be useful in supplementing science classroom instruction. Information on women and minorities in science; science concepts in everyday activities such as nutrition, baseball, and ice cream-making; and various holidays and celebratory events is included. Each suggested bulletin board is accompanied by a written description and a reference list of print resources and web sites. Each display can be used to involve students in the actual creation of the bulletin boards. (Author/WRM)

ED 427 945 SE 061 997

Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1996. Detailed Statistical Tables.
PUB DATE- 98
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

Education; Number Concepts; *Problem Solving; Proof (Mathematics); *Social Influences; Spatial Ability; Statistics; *Student Attitudes; Teacher Education; Thinking Skills

The first volume of this proceedings contains an introduction and the plenary, research forum, working group, and discussion group papers. Papers include: (1) "Resources as a Verb: Recontextualizing Resources in and for School Mathematics" (Jill Adler); (2) "Markets and Standards: The Politics of Education in a Conservative Age" (Michael Apple); (3) "Analyzing the Mathematical Learning of the Classroom Community: The Case of Statistical Data Analysis" (Paul Cobb); (4) "The Production of Artifacts as Goal for School Mathematics?" (Cyril Julie); (5) "A Moment in the Zoom of a Lens: Towards a Discursive Psychology of Mathematics Teaching and Learning" (Stephen Lerman); (6) "Diversity and Change in Mathematics Teacher Education" (Chris Breen); (7) "Pilot In-Service Mathematics Teacher Project" (Barbara Jaworski); (8) "Talking Math: Proposal for School Change" (Lena Licon Khisty); (9) "The CAPE Project--Constructing Activities for Peer-Education" (Konrad Krainer); (10) "Reflecting on Mathematics Learning In and Out-of-School from a Cultural Psychology Perspective" (Guida de Abreu); (11) "Reflections on Mathematics Learning and Teaching: Implications of Cultural Perspectives" (Philip C. Clarkson); (12) "A Semiotic Analysis of Students' Own Cultural Mathematics" (Norma Presmeg); (13) "Linking Students' Own Cultural Mathematics and Academic Mathematics" (Marta Civil); (14) "Developing Chains of Signifiers: A New Tool for Teachers?" (Kathryn C. Irwin); (15) "Learning through Problem Solving" (Hanlie Murray, Alwyn Olivier, and Piet Human); (16) "Learning through Problem Solving" (Anne Reynolds); (17) "Supporting Students' Construction of Increasingly Sophisticated Ways of Reasoning through Problem Solving" (Koeno Gravemejier, Kay McClain, and Michelle Stephan); (18) "Supporting Students' Reasoning through Problem Solving--Implications for Classroom Practice" (Susie Groves); (19) "Building the Meaning of Statistical Association through Data Analysis Activities" (Carmen Batanero, Juan D. Godino, and Antonio Estepa); (20) "Building the Meaning of Statistical Association through Data Analysis Activities" (Michael Glencross); (21) "Graphing as a Computer-Mediated Tool" (Janet Ainley, Elena Nardi, and Dave Pratt); (22) "Symbol-Use, Fusion, and Logical Necessity: On the Significance of Children's Graphing" (Ricardo Nemirovsky); (23) "Advanced Mathematical Thinking" (David Reid); (24) "Algebra: Epistemology, Cognition and New Technologies" (Jean-Philippe Drouhard, Alan Bell, and Sonia Ursini); (25) "Classroom Research" (Donald Cudmore and Lyn English); (26) "Cultural Aspects in the Learning of Mathematics" (Nomma Presmeg, Marta Civil, Judit Moschkovich, and Phil Clarkson); (27) "Geometry" (Maria Alessandra Mariotti and Ana Mesquita); (28) "Research on the Psychology of Mathematics Teacher Development" (Andrea Peter-Koop and Vania Santos-Wagner); (29) "Research in the Social Aspects of Mathematics Education" (Jo Boaler and Paola Valero); (30) "The Teaching and Learning of Stochastics" (John Truran, Kath Truran, and Carmen Batanero); (31) "Understanding of Multiplicative Concepts" (Tom Cooper and Tad Watanabe); (32) "Embodiment, Enactivism and Mathematics Education" (Rafael Nunes, Lawrie Edwards, Joao Filipe Matos, and Stephen Campbell); (33) "Learning and Teaching Number Theory" (Stephen Campbell and Rina Zazkis); (34) "Under-Represented Countries in PME: National Mathematics Education Research Communities and Priorities" (Paola Valero, Bernadette Denys, Renuka Vithal, and Pedro Gomez); (35) "Frameworks for Research on Open-ended Mathematical Tasks" (Peter Sullivan and Shukkan Susan Leung);

ensues behind the classroom door. The task of motivating students to learn what educators think they should learn depends far more on the purposes and methods brought to bear in the classroom than on a curriculum proposed by a national commission or mandated by a state education agency. The paper further explains why subject matter and instructional methods cannot be considered dichotomous and considers the ramifications of such a position for social studies reform. (Contains 27 references.) (BT)

ED 427 988 SO 029 435

Byrne, Michelle M.
Hermeneutics 101.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Critical Theory; *Hermeneutics; Higher Education; *Phenomenology; Research Methodology; Social Studies
IDENTIFIERS- Gadamer (Hans Georg); Heidegger (Martin); Historical Background; Husserl (Edmund); *Textual Analysis

This paper provides a historical background of hermeneutics, a method of textual analysis that is an "artful" form of understanding and a process of exposing hidden meanings. The paper discusses the evolution of hermeneutics, as well as the philosophical influences of Edmund Husserl, Martin Heidegger, and Hans-Georg Gadamer. Noting that a close link between phenomenology and hermeneutics has resulted in the terms often being used interchangeably and universally, the paper points out that philosophical beliefs differ among phenomenologists and hermeneutic philosophers. Phenomenologists focus on the lived experience of persons eliciting commonalities and shared meanings, whereas hermeneutics refers to an interpretation of language. The paper compares and contrasts these perspectives by summarizing the philosophical assumptions of Husserl, Heidegger, and Gadamer. It explores concepts such as bracketing, prejudice, horizon, historical consciousness, and hermeneutic circle. A blending of critical social theory and hermeneutics has resulted in a methodology of critical hermeneutics. This methodology emphasizes an interpretation of language, as well as silence, while also situating the text and the interpreter in their socio-cultural traditions. (Contains 20 references.) (BT)

ED 427 989 SO 029 436

Violence Prevention Outcomes in Civic Education. (VOICE, 1996-1997 Program Year). Final Evaluation Report.
SPONS. AGENCY- Constitutional Rights Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Civics; Curriculum Development; Elementary Secondary Education; *Prevention; Program Evaluation; Social Studies; Student Behavior; *Violence
IDENTIFIERS- United States Constitution

The VOICE (Violence Prevention Outcomes in Civic Education) program is one of a series of efforts to help schools develop curricula that can effectively and positively teach key concepts about government, the Constitution, the courts, and

Academics spend most of their intellectual lives engaged in theoretically complex and sometimes arcane debates, and it is sometimes easy for them to forget that their students are being introduced for the first time to many of the concepts they as educators take for granted. In political science courses, a variety of group activities can serve the basic instructional goals of (1) subject mastery; (2) building critical thinking, writing, and speaking skills; and (3) promoting literacy in social scientific method. Group activities also can promote community both inside and outside the classroom. Small group discussions and in-class debates are instructional activities that extend the learning environment into a community building mode, especially when used with concrete goals in mind. Dividing a class of 30 into six groups for a short set of discussions allows frequent student interaction. In-class debates are a logical extension of small group discussions. Each group is asked to prepare a 2-minute opening statement in which they summarize their position; then each presents a 1-minute critique of the competing position. A debate between the two positions ensues with each group alternating by answering specific critiques and posing follow-up questions to the other group. Another way that participation can be built into courses is through group-based case study projects combined with class presentations. Intensive role-play projects that encompass virtually all of the group-based activities combine rigorous demands that students understand the substance of the course material with an enjoyable way for them to interact with their peers and with the instructor. Contains a table. (BT)

ED 428 008 SO 029 610

Larson, Bruce E.
Influences on Social Studies Teachers' Use of Classroom Discussion.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies (Cincinnati, OH, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Data Analysis; *Discussion (Teaching Technique); High Schools; Instructional Improvement; *Social Studies; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Grounded Theory; Teaching Research; *Theory Development

This paper presents a grounded theory study that developed an explanatory theory of influences on teachers' use of classroom discussion. This paper further suggests that grounded theory of this sort should be useful for studying the persistence of recitation under the guise of discussion and for improving instruction with classroom discussion. This study re-analyzes the data of a prior study (1997) which clarified that teachers' thinking about classroom discussion is complex; teachers have multiple conceptions of classroom discussion. A purposive sample of six high school social studies teachers was selected for this study all claimed to use discussion as part of their teaching strategies, and all were nominated by building principals as being thoughtful and effective teachers. Participants taught at suburban (primarily Caucasian) high schools or at urban (racially diverse) high schools. Data were of two kinds: responses to an interview schedule and responses during a think-aloud task. Analysis of data consisted of the depth of the Palestinian Women's Movement (PWM) and its contribution to gender awareness among Palestinian women activists, simplifies a series of complex issues. The paper presents a brief survey of the four historical phases of the PWM from before 1948 until today, with emphasis on the interaction between the national struggle and the women's struggle within it. It presents and describes a study conducted with Palestinian student activists in Israel and discusses the findings pertaining to the female participants of the study. (Contains a 32-item bibliography.) (BT)

ED 428 028 SO 030 675

Makkawi, Ibrahim A.
Education and Identity Control among the Palestinians in Israel.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Cultural Context; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Government Role; Higher Education; Informal Education; Minority Groups
IDENTIFIERS- Israel; *National Identity; *Palestinians

Unlike many Third World nation minorities living in Western societies, the Palestinians in Israel did not immigrate to the new system; rather, the system was imposed on them by the Israeli Jewish government. This paper argues that the Israeli government uses its hegemony over the educational system for its Palestinian citizens to manipulate and shape their collective identity according to its political interests. According to the paper, the Palestinians are resisting this process, and the consequential unresolved conflict indicates signs of failure of the school as a cultural socialization institution. The paper briefly introduces the process by which the Palestinians in Israel became a national minority and examines the structure of their collective national identity. It discusses aspects of the Palestinian educational system and the way education influences the development of a national and collective identity. The state of Palestinian education is assessed, and the politicization of its goals and curriculum is discussed. Special attention is devoted to informal education as it relates to the process of national identity building. The paper concludes by examining higher education among the Palestinians in Israel and compares it to that of the Israeli Jews and the Palestinians on the West Bank. (Contains a 28-item bibliography.) (BT)

ED 428 029 SO 030 691

Kowalski, Kurt; Tsai, Hailuen
A Multiethnic Cross Cultural Study of Parental Attitudes and Behaviors Related to Ethnic/Racial Socialization and School Policy: Preliminary Findings.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

promotes increased prestige, program ownership, authority, and accountability for that position. The project changes the role of the college supervisor to that of a college-school advisor/consultant whose primary role is to promote public school reform and renewal. The project changes the financial relationship between the college and participating schools, triples traditional funding levels, and provides direct financial support for instructional programs at partner school sites. Two appendixes contain a paper with an interim evaluation report by Wilmington College on the project and a paper from a 1998 planning session (Contains 27 references.) (Author/SM)

ED 428 047 SP 038 330

Cherry, David; Sanders, Barbara
Pre- and In-Service Practitioner Collaborative Action Research: New Relationships between Graduate Teacher Education Programs and K-12 Schools.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Faculty; Elementary Secondary Education; Graduate Study; Higher Education; Inservice Teacher Education; Masters Programs; Mentors; Partnerships in Education; Preservice Teacher Education; *Teacher Collaboration; Teacher Improvement; *Teacher Researchers; Teachers
IDENTIFIERS- *Collaborative Research; Whitworth College WA

Collaborative action research has been a central focus of the Masters in Teaching (MIT) program at Whitworth College, Washington. This paper focuses on two aspects that are essential in any effective teacher education program: collaboration between preservice and inservice teacher education and schools and action research to enhance what K-12 students learn. The paper discusses how the Whitworth MIT has looked at the role that teacher education programs play in collaborative action research efforts between preservice teachers and schools, and it investigates how training in action research methodology for preservice and inservice teachers can be accomplished with the goal of positively impacting student learning. It concludes that 10 years of developing and administering action research in an MIT program have resulted in intensive, intentional, collaborative sessions both in the higher education institution and in K-12 classrooms. The model presented offers a framework for other institutions to consider in establishing mutually beneficial, collaborative partnerships with preservice teacher education and K-12 teachers and schools. The appendixes present a mentor training session overview and action research topics brainstormed at a 1998 Whitworth MIT mentor information meeting. (Contains 26 references.) (SM)

ED 428 048 SP 038 331

Torrez, Nena
Exploratory Comparisons from the Field: Study of Students from Two Teacher Credentialing Programs of Cross-Cultural, Language,

IDENTIFIERS- *Freire (Paulo); Guinea Bissau
This book analyzes the work of Paulo Freire and discusses Freire's work with adult literacy education and educational improvement. The book is divided into eight major sections, each containing one or more chapters or sections discussing Freire's works, as follows: Section 1, "Pedagogy of the Oppressed," includes "The Fear of Freedom" and "The 'Banking' Concept of Education." Section 2, "Education for Critical Consciousness," discusses Freire's "Education and Conscientizacao." Section 3, "Pedagogy in Process," provides an introduction to pedagogy in process. Section 4, "Literacy: Reading the Word and the World," contains "Literacy in Guinea-Bissau Revisited." Section 5, "Learning to Question: A Pedagogy of Liberation," emphasizes "Learning to Question." Section 6, "Pedagogy of the City," examines "The Challenges of Urban Education." Section 7, "Pedagogy of Hope: Reliving Pedagogy of the Oppressed," presents "A Further 'Reading of the World.'" Section 8, "Pedagogy of the Heart," includes "The Limit of the Right," "Neoliberals and Progressives," and "The 'Lefts' and the Right." (SM)

ED 428 066 SP 038 352

Report on the Status of Implementation of Education That Is Multicultural in Maryland.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Cultural Awareness; *Cultural Differences; Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Equal Education; Local Government; *Multicultural Education; Program Evaluation; Public Education; School Districts; Social Environment; State Government; State Legislation; Student Evaluation
IDENTIFIERS- Maryland
This report tracks the 1997-98 state and local progress in implementing Maryland Education That Is Multicultural (ETM) Regulations adopted by the Maryland State Board of Education (MSDE) in 1994. Section 1 of the report introduces ETM, a process that promotes the valuing and appreciation of diversity, including factors such as region, race, ethnicity, national origin, socioeconomic status, gender, and disability. It also describes implementation of the regulation, noting responsibilities of the MSDE and local school systems. Section 2 presents background information on definitions and perspectives related to multicultural education and reflected in ETM (definitions and approaches, social context, cultural diversity and school, academic achievement, and assessment). Section 3 briefly describes documents related to implementation of ETM (ETM regulations, ETM Course Guidelines, ETM Instructional Resource and Materials Evaluation Guidelines, ETM 5-Year Local School System Plan Evaluation Protocols, ETM Local School System Annual Progress Report, and ETM Individual School Protocols). Section 4 focuses on ETM implementation. A discussion of statewide ETM progress examines ETM advisory council activities and MSDE implementation of regulations; a discussion of local school system progress describes implementation of ETM 5-year plan and progress summaries from Maryland school districts. (SM)

ED 428 067 SP 038 353

ED 428 086 TM 029 486

Martinez, Michael E.; Simpson, R. Scott
Cognitive-Developmental Hierarchies: A Search for Structure Using Item-Level Data.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability; *Achievement Tests; *Cognitive Development; Cognitive Tests; *Educational Theories; Prediction; *Test Items
IDENTIFIERS- Hierarchical Models; *Proportional Reasoning; *Working Memory

Item-level statistics from ability and achievement tests have been underutilized as sources of data for building models of cognitive development. How item data can be used to build a cognitive-developmental map of proportional reasoning is demonstrated. The product of the analysis is a cognitive hierarchy with levels corresponding to categories of cognitive demand established in prior theory. Levels of the constructed hierarchy also correspond to predictions of the working memory demands of the items, and to the measured memory span of examinees. The techniques used in this study could be used more generally to model cognitive-developmental trajectories within other topics and domains. These techniques could be applied to numerous extant assessment databases to identify important conceptual systems in mathematics, science, and other fields, and to construct cognitive-developmental hierarchies within those systems. An appendix contains a test of proportional reasoning. (Contains 2 tables, 2 figures, and 34 references.) (Author/SLD)

ED 428 087 TM 029 488

Erion, R. L.; Steinley, Gary
What Does Application of Research Mean within a Constructivist Framework?
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Chico Hot Springs, MT, October 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Decision Making; Models; *Research Utilization; *Teacher Education; *Theory Practice Relationship

What it means to use research is a potentially contentious topic. With the emphasis on constructivist approaches in teacher education programs, the traditional explanations involving generalizability are inadequate in that there is no consideration of what the user brings to the use. Discussion of the various ways in which use can be framed leads to consideration of whether constructivism implies a single way to frame use. Viewing research as informing theory that, in turn, informs decision making may be a more fruitful, if less controlling, way for researchers to see the results of their research actually used by practitioners. (Contains 16 chapters examine the statements of financial position, activities, and cash flows in more detail. Chapter 7 addresses external market assessments such those from Moody's Investors Service and the Standard & Poor's evaluations of operating ratios, financial strength ratios, and liquidity and cash flow ratios. Chapter 8 offers guidelines for effective internal assessment of financial health, and covers tuition dependance, financial aid, endowments, costs, and use of debt. Examples using a hypothetical university are provided throughout the guide and in two appendices. (Contains 12 references.) (DB)

ED 427 636   HE 031 891

Presidential Search Guidelines and Directory.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Selection; *College Presidents; *Consultants; *Governance; Governing Boards; Higher Education; *Search Committees (Personnel)

This guide for trustees and search committee members who are involved in the process of selecting a college or university president provides background information and questions to ask when interviewing search consultants, as well as a directory of search consultants. An introductory section on selection guidelines covers how a search consultant can help, and notes the procedures for selecting a search consultant. Suggested questions to ask a potential consultant or firm cover such topics as defining any unique aspects of the search process, time factors and scheduling, fees and expenses, principal personnel, and the number of presidential searches conducted by the consultant over the last year. An illustrative code of ethics for a search committee is also provided. The directory section includes in-depth profiles of 13 consulting firms. Profiles include principal personnel, a list of the institutions for which the firm conducted full academic presidential searches since 1996; a statement of operating principles, general approach, and typical process; a statement concerning professional staff who work on a typical search; a statement of other work the firm conducts; and measures of success. (DB)

ED 427 637   HE 031 892

Wellman, Jane
The Tuition Puzzle: Putting the Pieces Together. The New Millennium Project on Higher Education Costs, Pricing, and Productivity.
SPONS. AGENCY- Ford Foundation, New York, NY.; Education Resources Inst., Boston, MA.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; College Choice; *Educational Finance; Educational Policy; *Government Role; Higher Education; *Paying for College; Productivity; State Aid; *Student Costs; Trend Analysis; *Tuition

The Space Telescope Science Institute (STScI), which supports the operation of the Hubble Space Telescope, is actively investigating and supporting innovative and experimental methods for improving science and math education content. The educational resources on the World Wide Web are derived from the latest data, scientific results, and advances in the supporting technology of the Hubble Mission. The resources and services offered are created through strategic partnerships between scientists, technical staff, educators, informal science institutions, and other key organizations. The inspirational nature of astronomical data lends itself well to multimedia applications and methods using new Internet technologies that cultivate exploration and discovery. Experiments conducted in bringing scientific content, human expertise and the technology together for the benefit of the public and the educational community are illuminating with regard to the barriers and cultural differences between the various participants. Topics discussed in this paper include: (1) astronomy and space science relevance to Web-based applications; (2) research tools and data migration; (3) STScI application, including strategic partnerships and teaming, presentation, and innovative processes; (4) other issues, including intellectual property, caching of resources, and training needs; and (5) samples of National Aeronautics and Space Administration (NASA)-funded Web-based programs and resources. (Author/DLS)

ED 427 657 IR 019 176

Collis, Betty; Andernach, Toine; van Diepen, Nico
The Web as Process Tool and Product Environment for Group-Based Project Work in Higher Education.
PUB DATE- 96
NOTE- 7p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Computer Mediated Communication; *Cooperative Learning; Course Evaluation; Distance Education; Educational Technology; Foreign Countries; *Group Activities; *Higher Education; Information Technology; Instructional Design; Problems; *Student Projects; Teaching Methods; *World Wide Web
IDENTIFIERS- Business Information; Collaborative Learning; *Learning Environments; University of Twente (Netherlands)

This paper discusses problems confronting the use of group-based project work as an instructional strategy in higher education, and describes two technical courses (i.e., courses in online learning and applications of business information technology) at the University of Twente (Netherlands) in which course-specific World Wide Web environments are used both as tools for group-process support and as the product environment of the project work. The focus is on Web-embedded shared workspace, communication management, evaluation tools, and their contribution to the management of group-based project work. It is argued the both pedagogical and technical strategies are needed for efficient and effective support of group-based project work in higher education. A table highlights particular strengths of the courses in relation to persistent problems in the educational deployment of group-based project work. (Author/DLS)

Westhead, Martin D.
EPIC: Building a Structured Learning Environment.
PUB DATE- 96
NOTE- 7p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; Computer Assisted Instruction; Computer Science Education; *Computer Software Development; *Courseware; Distance Education; *Educational Environment; Educational Technology; Foreign Countries; Higher Education; *Instructional Design; Learning Processes; Organization; World Wide Web
IDENTIFIERS- Interactive Systems; *Learning Environments; *Structured Learning; University of Edinburgh (Scotland)

This paper outlines work in progress at the University of Edinburgh on the construction of a small World Wide Web-based interactive learning environment (EPIC) developed for the teaching of high performance computing. The paper begins by outlining work done in cognitive science on how people make use of structure in physical environments. Within this context, the EPIC system is presented as an illustration of how the principles can be applied to aid the learning process. User feedback and future plans are also discussed. (Author/DLS)

ED 427 678 IR 019 197

Witten, Ian H.; Nevill-Manning, Craig G.; Cunningham, Sally Jo
Digital Libraries Based on Full-Text Retrieval.
PUB DATE- 96
NOTE- 13p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Some figures may not reproduce clearly; Figure 2 is missing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cataloging; Computer Interfaces; Computer Science; *Electronic Libraries; Foreign Countries; Full Text Databases; *Indexes; *Indexing; *Information Retrieval; Information Storage; Keywords; Library Collection Development; Library Collections; Research Reports; Search Strategies; World Wide Web
IDENTIFIERS- *Free Text Searching; *Full Text Indexing; New Zealand; Prototypes; Search Engines

This paper discusses the indexing, collection, and maintenance processes, as well as the retrieval interface, to public digital libraries. The paper begins by briefly surveying both Internet technical report collections and World Wide Web search engines. It goes on to describe a prototype digital library, the New Zealand Digital Library for Computer Science Research. The indexing and retrieval mechanism is described, including the full-text index. The types of search provided, the indexes that are needed to support them, and the query interface through which they are made accessible are summarized. The process of building the collection, and the crucial issue of what information is stored centrally and what can remain distributed, are then discussed. The final section summarizes how the information is gathered, considers the factors that

DeMonner, Sean; Espinosa, Roger
SLATE: Space for Learning and Teaching Exploration.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Computer Software Development; Computer System Design; *Courseware; Educational Technology; Higher Education; Information Technology; Instructional Design; Mathematics Education; *Mathematics Teachers; Multimedia Materials; *Preservice Teacher Education; Student Teachers; World Wide Web
IDENTIFIERS- Digital Technology; *Learning Environments; Technology Integration; University of Michigan; *Video Technology; Virtual Classrooms

Through the use of comprehensive instructional design and sophisticated information technologies, the University of Michigan School of Education has reinvented the way it educates prospective mathematics teachers. A new World Wide Web-based instructional environment called SLATE (Space for Learning and Teaching Exploration) combines digital video, searchable transcripts, basic multimedia authoring, and other new media applications to provide a shared experiential frame and a range of investigation previously unavailable to student teachers. This paper discusses the technical design of the SLATE environment, budget and staffing, summary of outcomes, and future developments. Five figures illustrate features of the technology, and a table charts staffing hours used on the SLATE project. (Author/AEF)

ED 427 697 IR 019 248

Dietinger, Thomas; Gutl, Christian; Maurer, Hermann; Pivec, Maja; Schmaranz, Klaus
Intelligent Knowledge Gathering and Management as New Ways of an Improved Learning Process.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer System Design; Computer Uses in Education; Cooperative Learning; Courseware; *Electronic Libraries; Foreign Countries; Higher Education; Information Management; *Information Systems; Learning Processes; Resource Materials; User Needs (Information)
IDENTIFIERS- Austria; Database Development; Knowledge Acquisition; *Knowledge Management; Learning Environments; Links (Indexing); Web Sites

Researchers at the Institute for Information Processing and Computer Supported New Media (IICM) at Graz University of Technology, Austria, are currently developing GENTLE, an electronic lecturing system combined with a digital lecture library, for teachers and students. The system contains collections of lessons, synchronous and asynchronous

and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Health; *Computer Assisted Instruction; Computer Networks; Computer Simulation; Cooperative Learning; Cooperative Programs; Curriculum Development; Foreign Countries; Higher Education; Instructional Design; Interaction; *Material Development; *Medical Education; Models; *Multimedia Materials; Patients; Programming Languages; *Shared Resources and Services; *World Wide Web
IDENTIFIERS- HTML; Information Infrastructure; Java Programming Language; Scotland

The construction of a very fast network backbone between all Scottish universities, in conjunction with the formation of a common core curriculum for Scottish medical schools teaching child health, has provided the schools with an opportunity to provide collaborative, computer assisted learning (CAL) across the World Wide Web, delivered by a central site. CAL, embracing the latest technologies of Java, Dynamic HTML, Javascript and MPEG-1, was successfully developed and implemented in the form of interactive, multimedia Model Patients. This paper discusses: materials and methods used, including the World Wide Web, Java, and Dynamic HTML; student user experiences to date; and implementation issues, including hardware and software requirements, delivery speed, and design. It is concluded that use of the Web as a delivery medium for CAL is both feasible and practical with the provision of high bandwidth networking; collaboration between institutions allows for resources to be shared from one server, leading to efficient use of developers and content contributors and lowering delivery costs and administration needs. (Author/AEF)

ED 427 716 IR 019 267

Levin, David S.; Ben-Jacob, Marion G.
Using Collaboration in Support of Distance Learning.
PUB DATE- 98
NOTE- 10p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Active Learning; *Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; *Distance Education; *Educational Technology; Educational Trends; Futures (of Society); Higher Education; Information Technology; Instructional Effectiveness; Interactive Video; Internet; Learner Controlled Instruction; Learning Activities; Learning Strategies; Questionnaires; Student Surveys; Teaching Methods; Teaching Models; Technological Advancement; Trend Analysis
IDENTIFIERS- Collaborative Learning; De Paul University IL; Learning Environments; Mercy College NY; *Technology Integration

Trends in pedagogy and in technology are converging to make distance learning environments of the 21st century. Trends in pedagogy have encouraged the movement away from the learner as a passive recipient of information and toward a more active

This paper describes the experiences gained from redesigning an introductory art history course using Carnegie Mellon Online to deliver supplemental course content. The technology, course content and structure, assessment tools, and course management capabilities are discussed, as well as lessons learned from creating this course. Plans for the next version are also highlighted. (Author/AEF)

ED 427 735 IR 019 286

Shrivastava, Paul
Implementing Socrates Knowledge Management System for Education and Training.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Ecology; Educational Technology; Expert Systems; *Information Management; Instructional Design; Instructional Materials; Lifelong Learning; Program Implementation; Training; World Wide Web
IDENTIFIERS- Computer Users; Web Sites

This paper develops a new conception of organizational knowledge management as "knowledge ecology." The Socrates electronic learning environment is described as an example of a knowledge ecosystem for education and training. The Socrates program was developed as a knowledge management system, viewing classrooms as organizations for lifelong learning. Socrates allows even novice Web users to quickly (in a day) create instructional Web sites with integrated knowledge resources and Web training tools. Based on its early experience, several implementation barriers are identified. Future research needs for developing and implementing organizational knowledge ecologies are discussed. (Author/AEF)

ED 427 736 IR 019 287

Sorg, Steven; Truman-Davis, Barbara; Dziuban, Charles; Hartman, Joel; Juge, Frank
Faculty Development, Learner Support and Evaluation in ALN Programs.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; *Distance Education; Faculty Development; Higher Education; Information Networks; Instructional Development; Nontraditional Education; Student Reaction
IDENTIFIERS- *Asynchronous Learning Networks; *University of Central Florida

The University of Central Florida (UCF) has formally recognized

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; Educational Technology; Foreign Countries; Group Discussion; Higher Education; Information Technology; International Communication; Internet; Interpersonal Relationship; Interviews; Metaphors; Models; Online Systems; Preservice Teacher Education; Preservice Teachers; Qualitative Research; *Student Participation; Student Surveys; *Teleconferencing; Use Studies
IDENTIFIERS- Conceptual Frameworks; Face to Face Communication; University of Michigan

This article presents a conceptual framework for the research and practice of educational computer conferences that shifts the focus from the on-line messages being exchanged to the participants' engagement with the conference. This framework, known as the "Iceberg Metaphor" or the "Michigan Model of educational telecommunications," maintains that on-line communication is similar to the tip of an iceberg, whereas a great deal of the conference participants' learning experience takes place off-line. This conceptual framework was used in a recent case study at the University of Michigan regarding preservice teachers' use of a computer conference. The Metaphor's implication for this study was to shift the focus of inquiry from the conference transcript to extensive interviews with the participants to better understand their overall engagement with the conference. A summary of this study and its major findings are presented. The final section of this article discusses the possible implications the Iceberg Metaphor and related research may have for the creation, implementation, and evaluation of international educational computer conferences. (Contains 15 references.) (Author)

ED 427 756 IR 019 407

Pierce, Anne F.
Improving the Strategies High School Students Use To Conduct Research on the Internet by Teaching Essential Skills and Providing Practical Experience.
PUB DATE- 98
NOTE- 86p.; Ed.D. Practicum Report. Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High School Students; High Schools; *Information Skills; Instructional Development; Instructional Material Evaluation; *Internet; Learning Modules; Material Development; *Online Searching; Questionnaires; *Research Skills; Search Strategies; Secondary School Teachers; Skill Development; *Student Research; Student Surveys; Teacher Surveys; Workshops
IDENTIFIERS- Boolean Logic; Search Engines; Web Sites

Objectives of this practicum were to: increase student knowledge of how to use the Internet to carry out research; improve the competency of teachers, thereby enabling them to teach students to use Internet resources; and develop an instructional unit that could be used by students, teachers, and librarians to facilitate use of the Internet to conduct research. Two teacher workshops on search strategies were presented. An instructional unit was developed that included notes on search engines and subject directories, lesson plans, notes on search strategies, had significantly higher attitude scores than male participants. Contains 6 tables and "Attitudes towards Multimedia Classroom" questionnaires are appended. (Author/AEF)

ED 427 775 IR 019 432

Ely, Donald P.
New Perspectives on the Implementation of Educational Technology Innovations.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Educational Change; *Educational Development; *Educational Research; *Educational Technology; Information Science; Information Technology; *Innovation; Libraries; Library Development; *Program Implementation; Research and Development; Research Needs
IDENTIFIERS- *Technology Implementation

Most professionals in the field of educational technology have served as change agents; it is no accident that one domain in the current definition of the field specifies a sociological theory base linked to practice that includes diffusion, adoption, implementation and institutionalization of innovations. This paper emphasizes the implementation phase of the planned change process. A review of the literature is provided, leading up a description of the author's research on change in libraries. Using some hints about facilitating conditions from Mayhew (1975), the author identified the following eight conditions that appeared to facilitate the implementation of education technology innovations: (1) dissatisfaction with the status quo; (2) existence of knowledge and skills; (3) availability of resources; (4) availability of time; (5) rewards or incentives exist; (6) participation; (7) commitment; and (8) leadership. Continued searching for further confirmation in the literature has strengthened confidence in these eight conditions. This paper concludes with recommendations for future research in this area. (Author/AEF)

ED 427 776 IR 057 256

Adams, Kate; Cassner, Mary
Library Services to Distance Education Students at UNL.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Joint Nebraska Library Association College and University Section/Iowa Library Association ACRL (Association of College and Research Libraries) Chapter Spring Meeting (Des Moines, IA, May 8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; *Distance Education; Graduate Study; Higher Education; Information Sources; Information Technology; Library Automation; *Library Services; Program Evaluation; Student Surveys; Use Studies; User Needs (Information)
IDENTIFIERS- University of Nebraska Lincoln

This paper presents a program overview of library services to distance education students at the University of Nebraska-Lincoln (UNL). In the fall of 1997, a survey on use of library services was sent to students in an interdepartmental master's current practices in the creation and maintenance of such services. Following a brief definition of digital reference, discussion includes the evolution of digital reference; implications of these Internet-based question-and-answer services; how digital reference services work; and the six-step process of building and maintaining digital reference services. Includes a list of references and readings. (Author/AEF)

ED 427 795 JC 990 090

Kuo, Elaine W.
Analysis of ESL Course Offerings in Community Colleges.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Role; *Community Colleges; *English (Second Language); Immigration; Second Language Instruction; *Student Educational Objectives; Student Needs; Two Year Colleges; *Vocational English (Second Language)

This paper discusses the impact of increasing immigration on English-as-a-Second-Language (ESL) course offerings, presents the results of the 1998 National Curriculum Study, and examines existing ESL curriculum course designs through an analysis of selected course catalogs. The 1998 National Curriculum Study revealed that ESL programs are a significant component to most community college curricula. Out of a sample of 164 community colleges, 90 institutions offered ESL courses, a 15% increase from a 1991 study. Institutional size plays a role in ESL course availability, with the majority of course offerings located in community colleges with an enrollment of more than 6,000. Community colleges serve two types of ESL students: one who studies English for immediate job marketability, and another who views English acquisition as a step toward eventual transfer to a four-year institution. The 1998 study showed that transferability of ESL courses is affected by students' objectives, as well as by curriculum policy. Other needs that ESL programs can meet include teaching American social and civic traditions, and easing the acculturation process. Contains 17 references. (AS)

ED 427 796 JC 990 091

Leider, Steven
Sexual Minorities on Community College Campuses.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bisexuality; College Curriculum; *Community Colleges; Educational Change; *Educational Resources; *Homophobia; *Homosexuality; Lesbianism; *Sexual Identity; Social Development; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Salt Lake Community College UT

This article provides an overview of the current status of lesbian, gay, bisexual, and transgendered (LGBT) students on community college campuses, and gives an idea of offerings and programs available at some campuses and districts. A primary difficulty in researching this subject is the anonymity of much opportunities for change. Appended are 1997-98 actual net costs and revenues for SUNY community colleges. (AS)

ED 427 814 JC 990 116

Burke, Rhonda
A Demographic Profile of Students Enrolled in Michigan Community Colleges, 1997-98.
PUB DATE- 99
NOTE- 249p.; Report produced on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age; *Community Colleges; Degrees (Academic); *Demography; *Enrollment Trends; Ethnicity; Job Skills; *Sex; Statistical Data; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Michigan

This report provides demographic and enrollment data for the 1997-98 academic year, including fall 1998. Section 1 presents trends in fall enrollment, enrollment by ethnicity, percentage of first-time students, status by gender and age distribution, and enrollments in occupational programs by ethnicity. Section 2 provides program and non-program enrollment information, including year-end program enrollments and year-end occupational program enrollments by ethnicity. Section 3 lists awards and occupational degrees conferred from July 1, 1997 to June 30, 1998. Section 4 describes standards and measures for 1996-97, with information on basic and advanced academic and occupational work skills attainment. Report highlights include: (1) 195,075 students, taking at least one course creditable towards a degree, were enrolled as of October 15, 1998; (2) 77.18% of these students were white, 11.18% African American, 2.22% Hispanic, 2.13% Asian, and less than one percent American Indian; (3) 24,356 men were enrolled full-time and 59,467 part-time; 29,763 women were enrolled full-time and 81,489 part-time; and (4) half of the students enrolled were aged 18 to 24; 22% were over 35. Tables 1-26 provide statistical data on a ten-year history of fall enrollment, first-time students, full/part-time status, program enrollments, awards conferred by level, college, race, gender, and CIP code, and academic and work skills attainment. Appended are state board approval documents regarding general enrollment, degrees conferred, and enrollment by gender. (AS)

ED 427 815 JC 990 118

Lesslie, James W.
A Study of the Status of Women Senior Administrators within the North Carolina Community College System.
PUB DATE- 98
NOTE- 160p.; Ph.D. Disseration, University of South Carolina. Some appendices contain very small type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Rank (Professional); *Community Colleges; Employment Practices; Promotion (Occupational); *Salaries; Salary Wage Differentials; Sex Bias; *Sex Differences; Sex Discrimination; Two Year Colleges; *Women Administrators
IDENTIFIERS- *North Carolina Community College System

This study examines factors affecting the advancement of women senior administrators in the North Carolina Community College slightly during the 1990s. The percentage of mothers receiving early prenatal care and immunization rates increased in the 1990s. Mortality rates for most ages and population groups declined in the past 20 years. Rates of cigarette smoking, substance abuse, and violent criminal victimization of adolescents increased during the last decade. The percent of youngsters enrolled in preschool increased since 1980. Mathematics proficiency rates increased modestly, and high school completion rates increased substantially for blacks since 1980. (Appendices contain detailed data tables, and data sources and limitations.) (KB)

ED 427 833 PS 026 137

Fromboluti, Carol Sue, Ed.
Early Childhood Update, 1996-1998.
PUB DATE- 98
NOTE- 38p.; Published irregularly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Beginning Reading; Child Development; Early Childhood Education; *Emergent Literacy; Family Literacy; Grants; Language Acquisition; Parents as Teachers; Program Descriptions; Reading Difficulties; Reading Processes; *Reading Skills
IDENTIFIERS- Even Start; Goals 2000

This document consists of the four issues of a newsletter published during 1996-1998. This newsletter provides a periodic update on the activities of the Early Childhood Research Working Group (ECRWG), organized in 1995 by the U.S. Department of Education and other federal government departments and agencies to promote interagency cooperation and public-private partnerships in early childhood research. Articles include: "Family Support: Program, Philosophy, Approach or Movement?" (Sharon L. Kagan, Michelle J. Neuman); "What a Difference a State Makes: Tracking the Well-Being of Young Children and Families" (Jane Knitzer, J. Lawrence Aber); "Early Childhood Development and the America Reads Challenge" (Carol Hampton Rasco); and "Project on Human Development in Chicago Neighborhoods" (Felton Earls). (AA)

ED 427 834 PS 026 206

O'Connell, Paul; Sedighdeilami, Farrokh; Pepler, Debra J.; Craig, Wendy; Connolly, Jennifer; Atlas, Rona; Smith, Carla; Charach, Alice
Prevalence of Bullying and Victimization among Canadian Elementary and Middle School Children.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Aggression; *Bullying; Elementary Education; *Elementary School Students; Foreign Countries; Incidence; *Middle School Students; Middle Schools; Peer Relationship; *Student Surveys
IDENTIFIERS- Canada; Victimization

This study examined the prevalence of bullying and victimization among Canadian school children. Using a questionnaire developed by Olweus, the study surveyed 4,743 children in grades 1 through 8. Six percent of children acknowledged bullying others "more than once or twice" in the preceding 6 weeks, and 15 available, family economics, health, education, and safety. Specific problems are discussed such as a declining income level for the poorest families, the availability of resources that are not being used to improve children's lives, and the increasing handgun homicide rate and incarceration rate among juveniles. The report also highlights positive trends such as declining dropout rates. Finally, the report provides an agenda for sustained commitment of public and private sector support for families consisting of five points: health coverage for all kids, quality child care for every child, an effective child support system, fair tax policies, and family-friendly businesses. (JPB)

ED 427 853　　　　PS 027 341

Cantor, Joanne
"Mommy, I'm Scared"; How TV and Movies Frighten Children and What We Can Do To Protect Them. 1st Harvest Edition.
PUB DATE- 98
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Audience Response; *Children; Emotional Response; *Fear; *Films; Mass Media; Mass Media Use; Media Research; Television; *Television Viewing
IDENTIFIERS- Emotional Distress

This book addresses possible negative effects of children's viewing of inappropriate media content and how parents can respond. The discussion of children's responses to frightening mass media is based on the findings of controlled research but also includes real-life examples, many presented in a child's or parent's own words. Following an introductory chapter, "Is Your Home Really Your Castle? Confronting the Resident Monster," the books chapters are: (1) "The Suddenly Crowded Queen-Size Bed: A Wake-Up Call to TV and Movie Fright"; (2) "Through a Child's Eyes: 'I Had No Idea It Would Be So Scary'"; (3) "Appearance, Appearance, Appearance: Beauty's More than Skin Deep"; (4) "The Trouble with Transformations: 'All of a Sudden, His Eyes Would Turn a Really Weird Shade of White...'"; (5) "'But It's Only Make-Believe': Fantasy, Fiction, and Fear"; (6) "When Reality Is a Nightmare: All the News That's Fit To Terrify"; (7) "When Words Won't Work: How to Help a Frightened Preschooler"; (8) "Making Explanations Child-Friendly: Reasoning That Comforts Kids"; (9) "Why Kids Are Drawn to Scary Entertainment: And What If They Like It Too Much?"; (10) "Ratings Roulette: The Perils of 'Parental Guidance'"; and (11) "Taming the Resident Monster: Living with the Reality of Television, Movies, and Videos." The book's appendix presents problems frequently caused by scary television and movies, the most troublesome content for different ages, tips for helping frightened preschoolers, tips for making explanations reassuring to children, what one should know about the Motion Picture Association of America (MPAA) ratings, a guide to the amended TV parental guidelines, and contacts regarding TV and movie ratings. (EV)

ED 427 854　　　　PS 027 342

Lalley, Jacqueline, Ed.; Ahsan, Nilofer, Ed.
Family Support & Health Care: Working Together for Healthy

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Health; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Mathematics Achievement; Mortality Rate; *Poverty; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Texas

This Kids Count data book examines statewide trends in the well-being of Texas' children. The statistical portrait is based on indicators in ten general areas of children's well being: (1) number of low birthweight babies; (2) rate of prenatal care; (3) infant mortality rates; (4) child death rates; (5) number of births to single teens; (6) juvenile violent crime arrest rate; (7) number of teen violent deaths; (8) dropout rate; (9) fourth grade math performance; and (10) fourth grade reading performance. Following an introduction, the first section of the report presents an overview of research findings, which include the following: child population is growing rapidly; poverty among children is increasing; family structure is a leading predictor for child poverty; a disproportionately large number of children in poverty are minority children; parental employment does not necessarily protect children from poverty; 647,000 families with children are living just above the poverty line; and consequences of poverty are cumulative and self-perpetuating. This section also includes descriptions of the indicators and definitions and data understanding. The second section of the report consists of indicator maps for the state as a whole. The third section and bulk of the report provides data, by county, on the key indicators for the years 1985, 1991, 1992, and 1994, including percent change over time. The final section provides tables by indicator of individual county rankings. (SD)

ED 427 873 PS 027 366

Grant, Jim; Richardson, Irv
The Retention/Promotion Checklist.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Failure; *Check Lists; Elementary Education; Evaluation Criteria; *Grade Repetition; *Student Promotion

This book focuses on how elementary school teachers and administrators can make sensible, well-reasoned, and defensible retention and promotion decisions. The book contains a reproducible retention/promotion checklist made up of questions selected on the basis of factors that have an impact on school success or failure. Checklist summary and recommendation pages are designed to help educators quickly and easily summarize the reasons for the retention or promotion decision and the recommended course of action for the student. The "Explanation of Checklist Responses" section helps educators analyze and use the information gathered in the checklist; each question's relevance to the retention/promotion decision is explained. Appendices are included to provide additional information or to

DESCRIPTORS- Autobiographies; College Students; *Family Life; Foreign Countries; Higher Education; Mass Media Effects; *Personal Narratives; Recall (Psychology); *Television Research; *Television Viewing
IDENTIFIERS- *Childhood Experiences; Childhood Recollection; *Israel

This study analyzes Israeli students' memories of television in the context of family life, and considers culture and systems as well. The study was geared toward broadening the understanding of individuals' perceptions of the role of television in the family, as well as gaining insight into the collective story or stories of life with television in Israel. Forty-three Israeli university students were asked to write about their personal histories and experiences of and with television; similar autobiographies by American students from a study in the late 1980s were used for comparison. The analysis of the autobiographies covered the categories of television use, interaction, play and imitation, cognition, emotions, consumer behavior, and national identity/world knowledge. The analysis showed that most respondents had pleasant memories of watching the children's programs on ITV, remembered the introduction of color television, and grew up in families that did not limit viewing, except perhaps for homework time. Many remembered television as a tool for bringing the family together; the introduction of cable was seen to cause disagreements over what to watch. Many students reported a feeling of nostalgia for earlier days when the family watched together, and many expressed a kind of fear of the new television environment for children. Some wrote about the importance of the medium during times of crisis. Television seemed to become less important to students as they pursued university studies and developed critical attitudes toward it. Respondents from non-majority groups--for example, Israeli Arabs--reported somewhat different experiences with the medium. (Contains 10 references.) (EV)

ED 427 892 PS 027 401

Aidman, Amy
Disney's "Pocahontas": Conversations with Native American and Euro-American Girls.
PUB DATE- 99
NOTE- 28p.; Paper presented at the International Communication Association Conference (San Francisco, CA, May 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Animation; *Audience Response; Cartoons; Childhood Attitudes; Children; *Cultural Differences; Early Adolescents; Ethnic Stereotypes; *Females; Feminist Criticism; *Film Criticism; Films; Mass Media Effects; Popular Culture; Sex Stereotypes
IDENTIFIERS- Historical Background; Historical Distortion; Historical Fiction; *Native Americans; *Pocahontas (Film); Walt Disney Studios

This study analyzed girls' reactions to Disney's animated feature film "Pocahontas" in light of conclusions drawn from a previous critical textual analysis of the movie. The research addressed three questions: (1) how do Disney's claims to creation of positive prosocial representations of women and Native Americans in the movie "Pocahontas" hold up or collapse when viewed from a critical perspective which takes gender and class into account? (2) how do girls of different ethnic, cultures and the rationalistic/dualistic worldview of Western science that divides, analyzes, and objectifies. General tendencies in Native learning styles include a predominantly nonverbal orientation; tendency toward visual, spatial, and kinesthetic modes of learning; heavy reliance on visual perception and memory; preference for movement and activity while learning; and preference for process learning that moves from concrete examples to abstractions. In the typical school environment, free movement is significantly restricted and indirect intellectual learning, which emphasizes verbal, mathematical, and logical orientations, is the norm. The disparity between home and school environments is so great that some Native American students experience a kind of culture shock that significantly affects their attitudes toward school. Recognizing that a cultural difference in affective learning style exists between the home and school environment is an important step toward developing more creative and effective teaching strategies for Native learners. Teachers can foster a bicultural orientation to education by exploring students' home and cultural backgrounds, observing students in the school context, and exploring students' expressions of core values. Contains references in endnotes and a bibliography. (TD)

ED 427 909 RC 021 805

Fox, Sandra J.
Student Assessment in Indian Education or What Is a Roach?
PUB DATE- 99
NOTE- 20p.; Chapter 7 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *American Indian Education; Culturally Relevant Education; *Culture Fair Tests; Educational Change; Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Performance Based Assessment; Social Bias; Standardized Tests; *Student Evaluation
IDENTIFIERS- *Authentic Assessment; Bureau of Indian Affairs; California Learning Record

American Indian students generally have not done well on traditional standardized tests. Such tests have been criticized because their ability to predict academic success is questionable, and they correlate with socioeconomic class, reward superficial learning, encourage classroom practices that fail to provide high-quality education, and are culture and gender biased. In contrast, authentic or performance-based assessment allows students to construct, rather than select, responses. An ongoing assessment based on observations of student behavior on tasks, performance-based assessment evaluates the learning of critical thinking skills, demonstration of applied knowledge, and performance of tasks in the real world. American Indians have historically used performance-based assessment, and the adoption of this method may provide the first fair indication of what Indian children know and can do. New performance-based methods of assessing student learning are being developed, and all schools receiving Title I funds are required to have performance-based assessment systems in place by the 2000-2001 school year. The Bureau of Indian Affairs has adopted the Learning Record, developed in Great Britain and adapted for use in California, as the performance-based assessment system to be phased in over 3 years. Although performance-based assessment has great suggest that rather than learning skills from wilderness veterans, recreationists now jump right into participation and rely on cellular phones to call for help. The increased use of cell phones in the wilderness also means that people launch search and rescue operations casually, without trying to get themselves out of trouble. Even if participants are prepared and use good judgment, certain environments present unique hazards that contribute to accidents, injury, and death. A section on alpine environments discusses recommended equipment for mountain day hikes, numbers of mountaineering accidents per year, primary causes of accidents, contributing factors, and participant age. Contributing factors and accident prevention are also discussed for desert environments, winter activities, and whitewater sports. Contains references and a bibliography. (SV)

ED 427 926 RC 021 844

Sugerman, Deborah
Outdoor Leadership Education: The Past, Present and Future.
PUB DATE- 99
NOTE- 8p.; In: ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, FL, October 20-24, 1998); see RC 021 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *College Programs; Higher Education; *Leadership Training; *Outdoor Education; *Outdoor Leadership; *Required Courses; Skills
IDENTIFIERS- Outdoor Recreation

This paper examines academic degree programs that train outdoor leaders. A review of previous studies of outdoor leadership noted 12 critical core competencies of an effective outdoor leader. A survey of college outdoor programs identified 15 four-year academic degree programs in outdoor leadership at U.S. colleges and universities. The programs were found in both large and small schools and public and private institutions; went by a wide variety of names; and were housed in various departments, which influenced available and required courses. Technical skills formed the backbone of most curricula, while about half of schools required a specific course in interpersonal communication or group process. The range of emergency skills required by schools was quite large. Forty percent of schools required a specific course in teaching methods. Almost all schools required a leadership course, and 80 percent required a practicum experience in leadership. All schools required a core of introductory theory courses in outdoor, adventure, or environmental education. Required courses in administration were quite varied. There was no clear consensus on outdoor leadership training in the higher education setting, reflecting the lack of nationally accepted professional standards for outdoor education and the absence of any accreditation body to standardize outdoor curricula. However, it appears that most college programs require courses that develop the necessary outdoor competencies cited in the literature. (SV)

ED 427 927 RC 021 845

Swagar, Colleen
Training and Development through Adult Learning Theory.
PUB DATE- 99

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Engineering; Engineering Education; *Financial Support; Government (Administrative Body); *Higher Education; *Research and Development; *Research and Development Centers; Resource Allocation; *Scientific Research; Tables (Data); Technology
IDENTIFIERS- National Science Foundation

The National Science Foundation (NSF) Act of 1950 stipulates that NSF must maintain a program for determining the total amount of money for scientific and engineering research received from federal agencies by each educational institution and appropriate nonprofit organization and to report these data annually to Congress and the President. NSF annually collects statistical data from the 18 federal agencies that account for virtually all support of science and engineering research and development at educational institutions. These data provide information that enables users to examine patterns of support for individual institutions over time and to compare such patterns with those of other institutions. This report begins with an overview that addresses such issues as categories of support, agency sources, university shares, and geographic distribution. The general notes address data limitations and the relationship of this survey to the survey of federal funds for research and development as well as information sources, institutional profiles, and a description of WebCASPAR, a new advanced version of the Computer-Aided Science Policy Analysis and Research (CASPAR) database system. The technical notes in Section A delineate the scope of the survey and list federally-funded research and development centers. The bulk of this report, contained in Section B, is devoted to the detailed statistical tables of federal science and engineering obligations. (PVD)

ED 427 946 SE 062 008

Schlenker, Richard M.
Conducting Science Symposia from A to W: Management and Operation of the Pacific Region Junior Science and Humanities Symposium.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conferences; Foreign Countries; *Research Papers (Students); Research Projects; *Science Education; Science Programs; *Scientific Research; Secondary Education; *Secondary School Science; *Student Research
IDENTIFIERS- Dependents Schools; Pacific Region

This document provides administrative, management, supervisory guidance, and other information necessary to successfully conduct and support science symposia for grades 7-12. This text was originally developed by the Pacific Region Junior Science and Humanities Symposium program for participating schools and school districts in the Department of Defense Dependent Schools Pacific Area. This guide is appropriate for use by secondary administrators, coordinators, mentors, and students and contains project writing guidelines, program application forms, abstract forms, sample research paper abstracts, and other research project-oriented information. (DDR)

ED 427 947 SE 062 009

Crago, Tracey I.

and (36) "Exploring Different Ways of Working with Videotape in Research and Inservice Work" (Susan Pirie and Chris Breen). (ASK)

ED 427 970 SE 062 272

Olivier, Alwyn, Ed.; Newstead, Karen, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (22nd, Stellenbosch, South Africa, July 12-17, 1998). Volume 2.
PUB DATE- 98
NOTE- 360p.; For volumes 1-4, see SE 062 271-274; for the 1998 conference, see ED 416 082-085.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; *Beliefs; Cultural Influences; Data Processing; Educational Change; Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; Fractions; Functions (Mathematics); Geometry; Knowledge Base for Teaching; Learning Theories; *Mathematics Education; Number Concepts; *Problem Solving; Proof (Mathematics); *Social Influences; Spatial Ability; Statistics; *Student Attitudes; Teacher Education; Thinking Skills

The second volume of this proceedings contains the first portion of the research reports. Papers include: (1) "Learning Algebraic Strategies Using a Computerized Balance Model" (James Aczel); (2) "Children's Perception of Multiplicative Structure in Diagrams" (Bjornar Alseth); (3) "A Discussion of Different Approaches to Arithmetic Teaching" (Julia Anghileri); (4) "A Model for Analyzing the Transition to Formal Proofs in Geometry" (Ferdinando Arzarello, Chiara Micheletti, Federica Olivero, Ornella Robutti, and Domingo Paola); (5) "Dragging in Cabri and Modalities of Transition from Conjectures to Proofs in Geometry" (Ferdinando Arzarello, Chiara Micheletti, Federica Olivero, Ornella Robutti, Domingo Paola, and Gemma Gallino); (6) "The Co-Construction of Mathematical Knowledge: The Effect of an Intervention Program on Primary Pupils' Attainment" (Mike Askew, Tamara Bibby, and Margaret Brown); (7) "Dialectical Proof: Should We Teach It to Physics Students?" (Roberto Ribeiro Baldino); (8) "Lacan and the School's Credit System" (Roberto Ribeiro Baldino and Tania Cristina Baptista Cabral); (9) "Which Is the Shape of an Ellipse? A Cognitive Analysis of an Historical Debate" (Maria G. Bartolini Bussi and Maria Alessandra Mariotti); (10) "Children's Understanding of the Decimal Numbers through the Use of the Ruler" (Milena Basso, Cinzia Bonotto, and Paolo Sozio); (11) "Construction of Multiplicative Abstract Schema for Decimal-Number Numeration" (Annette R. Baturo and Tom J. Cooper); (12) "Classroom-Based Research to Evaluate a Model Staff Development Project in Mathematics" (Joanne Rossi Becker and Barbara J. Pence); (13) "Some Misconceptions Underlying First-Year Students' Understanding of 'Average Rate' and of 'Average Value'" (Jan Bezuidenhout, Piet Human, and Alwyn Olivier); (14) "Operable Definitions in Advanced Mathematics: The Case of the Least Upper Bound" (Liz Bills and David Tall); (15) "Beyond 'Street' Mathematics: The Challenge of Situated Cognition" (Jo Boaler); (16) "The 'Voices and Echoes Game' and the Interiorization of Crucial Aspects of Theoretical Knowledge in a Vygotskian Perspective: Ongoing Research" (Paolo Boero, Bettina Pedemonte, Elisabetta Robotti, and Giampaolo Chiappini); (17) "Children's Construction of Initial Fraction Concepts" (George Booker); (18) "Graphing Calculators and Reorganization of Thinking: The Transition from Functions to Derivative" (Marcelo C. Borba and the underlying principles of these institutions. A key element of the VOICE program is that these concepts should be taught in ways that will affect behavior and reduce violence in society. This report consists of three separate parts: (1) an Executive Summary of the evaluation findings from the 1996-97 program year; (2) a report on the qualitative dimensions of the VOICE evaluation; and (3) a report on the quantitative dimensions of the evaluation effort. Each part of the report stands alone, including its own page numbering. However, it is recommended that the reports be read in tandem for a more thorough understanding of the evaluation of VOICE and the findings of the final report. (BT)

ED 427 990 SO 029 438

"In the Footsteps of Alexander the Great" PBS Series. Teacher's Guide.
PUB DATE- 98
NOTE- 41p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Class Activities; Discussion (Teaching Technique); Foreign Countries; *Geography; Greek Civilization; *History Instruction; Integrated Activities; Learning Activities; National Standards; Secondary Education; Social Studies; Teaching Guides; Units of Study
IDENTIFIERS- *Alexander the Great; Greece; National Social Studies Standards

This teacher's guide correlates with the Public Broadcasting Service (PBS) television series "In the Footsteps of Alexander the Great" hosted by historian Michael Wood. The four episodes of the series are entitled: "Son of God"; "Lord of Asia"; "Across the Hindu Kush"; and "To the Ends of the Earth." The guide consists of four core units related to each of the four episodes and contains episode descriptions and suggested discussion questions teachers can use to emphasize and review points discussed in the episodes. Each unit contains an extensive core activity correlated to the national standards for each discipline, series segment viewing suggestions, suggested activities to extend or go beyond the core activity, and student worksheets that can be downloaded from the PBS web site and printed. (BT)

ED 427 991 SO 029 440

Goldstein, Jennifer; Kelemen, Matt; Koski, William S.
Reconstitution in Theory and Practice: The Experience of San Francisco.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Case Studies; Educational Change; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; *Theory Practice Relationship
IDENTIFIERS- California (San Francisco); *San Francisco Unified School District CA; *School Reconstitution

following four stages: categories were generated, attempting to identify common themes; categories were integrated along with their properties; data were integrated around fewer, more encompassing categories; and a "theory-in-process" of teachers' conceptions of discussion was written. Findings suggest five factors that influence teachers' uses of different conceptions of discussion: (1) student diversity; (2) lesson objectives; (3) age and maturity of students; (4) sense of community in the classroom; and (5) interest level of students. This study contains implications for teacher education, for the classroom teacher, and for future educational research. Contains 39 references. (BT)

ED 428 009 SO 029 611

Murphy, Patrick
Understanding India and Her Ethos: An Introduction. Fulbright Hays Summer Seminars Abroad 1996 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Assignments; Class Activities; *Cultural Context; Foreign Countries; Learning Activities; Secondary Education; Social Studies; Student Projects
IDENTIFIERS- *India; *Indian Culture

Designed for a teacher of social studies at the secondary level (grades 7-12) this curriculum project introduces students to different aspects of Indian culture. Along with introductory elements, the project offers suggestions for assignments and projects for students to complete. The curriculum project begins with brief sections on poverty/economics, history, religion, environment, and an overview of India. Class activities are listed week by week. A 7-item "working" bibliography concludes the project. (BT)

ED 428 010 SO 029 612

Greengrass, Mara
State Archeology Weeks: Interpreting Archeology for the Public. Technical Brief No. 15.
PUB DATE- 97
NOTE- 16p.; Updated by Tara Tetrault, Melissa Wadman, and Daniel Haas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Archaeology; Community Education; *Cultural Activities; Outreach Programs; State Programs
IDENTIFIERS- Celebrations; *State Archaeology Weeks; *State Initiatives

This technical brief considers archeological education and outreach. The brief summarizes approaches and program successes from states across the country that have sponsored an archeology week. It also includes new information on these programs. The brief suggests that the benefits from archeology week include enhancing public understanding of archeology and preserving the archeological record. Contains 5 figures and 8 references. (BT)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Elementary Secondary Education; Ethnicity; Foreign Countries; Mail Surveys; *Minority Groups; *Parent Attitudes; Racial Attitudes; *School Role; *Socialization
IDENTIFIERS- Parent Surveys; Taiwan

A study investigated the linkage between parental socialization practices and attitudes toward school policy by surveying diverse parents' behaviors and attitudes related to ethnic/racial socialization and their views concerning the schools' role in teaching children about ethnicity/race. A group of Chinese parents in Taiwan, and black, white, and Chinese parents living in the United States were surveyed. A questionnaire was constructed in order to discover aspects of parental behavior and attitudes relevant to ethnic/racial socialization and the issue of the schools' role in teaching children about ethnicity and race. Participating parents completed the questionnaires and returned them by mail. Data were collected from 226 parents: 76 white, 20 black, 46 Chinese-Americans, and 84 Chinese in Taiwan. Preliminary findings suggest the hypothesis that parental behaviors and attitudes relevant to ethnic/racial socialization and teaching children about ethnicity/race in school appear to vary with parent's ethnic/racial background. In addition, findings suggest that majority/minority group status in a society is an important variable influencing parental behaviors and attitudes related to ethnic/racial socialization and attitudes toward teaching children about ethnicity/race in school. These preliminary findings suggest that there is considerable variability across ethnic/racial groups with respect to how parents approach ethnic/racial socialization and how they see the role of the schools in this process. Some of this variability seems rooted in the different social experiences parents must encounter as members of either majority or minority groups. (Contains a table of data and nine references.) (BT)

ED 428 030 SO 030 696

Newman, Ann D.
Two Cinderellas, Two Worldviews: Dilemmas for Vietnamese Americans.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Comparative Analysis; Culture Conflict; Educational Attitudes; Elementary Secondary Education; Ethnography; Family Structure; Foreign Countries; Immigrants; Interviews; Participant Observation; Social Science Research; *Vietnamese People; *World Views
IDENTIFIERS- Communication Patterns; *Vietnamese Culture

This study explored the acculturation experiences of new immigrants in their cultural transformation from Vietnamese to Vietnamese American. Three objectives guided the research effort: (1) to investigate the cultural transformation of new immigrants through an ethnographic study of a Vietnamese Boy Scout troop; (2) to discover how the beliefs and practices of

and Academic Development (Professional Development Schools and Regular Teacher Education Programs).
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Collegiality; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Higher Education; *Language Minorities; *Preservice Teacher Education; *Professional Development Schools; Reflective Teaching; Student Teachers; Teacher Certification

This paper discusses development of the Crosscultural, Language, and Academic Development (CLAD) credential in California's preservice teacher education. CLAD focuses on first and second language development, educational equity, linguistic and cultural diversity, equal access to core curriculum, respect for cultural and linguistic issues, materials that capitalize on students' prior experiences and learning styles, and communication with parents. The paper compares regular on-campus CLAD programs with those offered within a Professional Development School (PDS) model, highlighting the Temecula PDS, which is in its first 2 years of operation. The paper focuses on the ability of new teachers within the Temecula PDS to (1) effectively challenge students in core content areas, (2) work effectively with diverse populations, (3) work effectively with colleagues, and (4) become reflective practitioners. Exploratory results from the first two cohorts of the Temecula PDS have generated positive data regarding the efficacy of the PDS as a model for CLAD teacher training. Six case studies, intended for use in small group settings, are attached. (Contains 10 references.) (SM)

ED 428 049 SP 038 332

Tutt, Betty R.; Carter, Sherry
Understanding and Using Change Forces.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Quality; Elementary Secondary Education; Higher Education; *Professional Development; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- William Woods University MO

As local, state, and national educational reform continues to impact professional educators and others who support student learning, all professionals are faced with responding to change in a positive way. The study of educational change over the last 30 years has brought educators to a paradigm breakthrough in terms of how they think and act in relation to change. Fullan's vision of change, which includes eight lessons, embraces the chaotic nature of the forces of change at all levels of society. Since 1995, Missouri's William Woods

Lieberman, Myron
Agency Fees: How Fair Are "Fair Share" Fees? EPI Series on Teacher Unions.
PUB DATE- 99
NOTE- 54p.; For related documents, see SP 038 354-55.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; Elementary Secondary Education; Labor Relations; Public Education; *Teacher Associations; Teacher Rights; Teachers; *Unions
IDENTIFIERS- *Agency Fees; American Federation of Teachers; National Education Association; *Union Dues

This booklet is the first in a series about teacher union issues. It notes that agency fees raise profound issues in education, labor relations, and public policy. Chapter 1 introduces the booklet, explaining that it is helps clarify major agency fee issues and recommend appropriate action. Chapter 2, NEA/AFT Revenues from Agency Fees, explains the dependence of union revenues on agency fees. Chapter 3, The Case Against Agency Fees, explains that not every teacher benefits from union representation, discussing objections to agency fees. Chapter 4, Challenges to Excessive Agency Fees, investigates how unions allocate expenditures and how and why excessive agency fees are challenged. Chapter 5, Conclusions and Recommendations, presents negative conclusions about agency fees, explaining that agency fees constitute taking money from employees for purposes they do not wish to support and activities that may be against their interests. It discusses what teachers subject to agency fees should do, what school board members and school administrators should do to help eliminate agency fees, and how state legislators can help. Three appendixes offer an agency fee article taken from an existing school district contract; a New York state teachers' union notice to all nonmembers (which shows how unions extract excessive fees by misleading notices to teachers); and a local union letter to nonmembers that illustrates how they try to persuade them to become members. (Contains 9 references and 14 endnotes.) (SM)

ED 428 068 SP 038 354

Haar, Charlene K.; Lieberman, Myron
NEA/AFT Membership: The Critical Issues. EPI Series on Teacher Unions.
PUB DATE- 99
NOTE- 37p.; For related documents, see SP 038 353 and SP 038 355.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Labor Relations; *Policy Formation; Public Education; *Teacher Associations; *Teacher Participation; Teacher Rights; Teachers; *Unions
IDENTIFIERS- Agency Fees; American Federation of Teachers; National Education Association; *Union Dues

This booklet, one in the Education Policy Institute series about teacher union issues, examines issues related to membership in the National Education Association (NEA) and American Federation of Teachers (AFT). Both unions aggressively strive to enroll more members or require teachers to pay agency fees. If teachers want to change union policy, the unions encourage references.) (Author/SLD)

ED 428 088 TM 029 489

Griswold, Philip A.; Patterson, Jeffrey W.
Longitudinal Patterns of School Success among Academically High and Low Risk Tenth Graders.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-West Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Failure; Achievement Tests; Attendance; *Disadvantaged Youth; Educationally Disadvantaged; *Grade Repetition; Grade 10; Grades (Scholastic); High Risk Students; *High School Students; High Schools; *Intervention; Longitudinal Studies
IDENTIFIERS- *Ashland City School District OH

The Ashland City School District (Ohio) conducted a study to identify possible reasons for the academic failure of 10th graders. Forty-eight high risk students who had failed to pass one or more subtests of the Ohio Proficiency Test were compared with 48 students who had passed all subtests in eighth grade and were considered low risk academically. Findings suggested that indicators reflecting regular attendance in school were unrelated to academic risk in 10th grade. Results also suggested that academic risk was related to retention in kindergarten, confirming that retention did not have long-term benefits. The high-risk students were at risk academically in the third grade, and they were never able to catch up. Letter grades and achievement tests were useful for identifying these students early. Findings further indicate that the intervention strategies used for high-risk students need to be reviewed. (Contains 12 figures and 8 references.) (SLD)

ED 428 089 TM 029 490

Dillon, Ronna F.
Dynamic Assessment of Inductive Reasoning: A Test of Induced versus Imposed Mediation.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Cognitive Processes; *College Students; Higher Education; *Induction; Intelligence Tests; Mediation Theory; Racial Differences; Testing Problems; *Thinking Skills; Validity; Whites
IDENTIFIERS- African Americans; *Dynamic Assessment

The importance of dynamic testing procedures for understanding reasoning and its underlying cognitive processes as well as for increasing validity is investigated. An experiment tested the premise that African American and White college students demonstrate equivalent inductive reasoning ability when tested under induced mediation procedures, where they are encouraged to structure their own thought processes. Subject verbalization procedures foster induced mediation, while experimenter verbalization foster imposed mediation. Participants (77 White and 45 African American undergraduates) performed better under the two dynamic conditions than under standard procedures. In addition, an interaction was found between ethnic group

This report reviews two decades of trends in college tuition, the effects on student access and college choice, and how governments and institutions have responded. Among major findings are: (1) overall, average tuition and fees have increased almost five-fold over the last two decades; (2) a major cause of higher prices has been the declining role of public revenues; (3) access to college is being maintained despite higher prices; (4) the enrollment response to higher prices has included shifts toward community colleges by low-income students and away from community colleges by middle- and upper-income students; (5) spending on instruction has not kept pace with spending in other categories; and (6) federal and state policymakers have focused on increasing the number of financial options to help students meet the higher prices. Four recommendations for states include rewriting state budget practices and ensuring that tuition policies are realistic and mutually reinforcing. Five recommendations for institutions include changing the role of tuition revenue in institutional planning and budgeting. Following an introduction, individual sections of the report examine how college prices have increased, the causes of higher prices, consequences for student access and choice, responses to higher prices, and recommendations for institutions and states. (Contains 41 references.) (DB)

ED 427 638 HE 031 893

Borman, Kathryn; Kromrey, Jeffrey D.; Thomas, Daphne; Dickinson, Wendy
University Women and Minorities: A Case Study of Organizational Supports and Impediments for Faculty.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Ladders; *College Faculty; *Females; Higher Education; Minority Groups; Promotion (Occupational); Quality of Working Life; Self Evaluation (Individuals); *Sex Bias; Sociocultural Patterns; Women Faculty

This case study examined three types of barriers that inhibit advances in academic careers by both women and minority group members. Specifically, it investigated: (1) structural barriers, formal and informal relationships important in gaining access to positions in academic settings and research and publication opportunities; (2) sociocultural barriers, language and communication patterns and role expectations that inhibit successful career trajectories; and (3) personal and psychological barriers, issues related to anomie as a result of being marginalized in departmental and other organizational settings. Women faculty (n=28) at a research university responded to a survey of their perceptions regarding themselves as teachers and scholars, the programs and institutions in which they worked, and faculty expectations and experiences in their roles. Additionally, open-ended interviews were conducted and two of these are detailed in this report. The study identified major sources of stress, areas of dissatisfaction, and issues of self-efficacy. It also found that in many cases respondents' perceptions of their relationships with chairs, colleagues, and students were positive and that the individuals had developed strategies to construct needed supports. Contains

ED 427 658 IR 019 177

D'Halluin, Chantal; Rethore, Stephane; Vanhille, Bruno; Vieville, Claude
Designing a Course on the WEB: The Point of View of a Training Institute.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Computer Software Development; Cooperative Learning; *Courseware; Distance Education; Educational Technology; Educational Theories; Foreign Countries; Global Approach; Information Technology; Institutes (Training Programs); Instructional Design; Interaction; Models; Postsecondary Education; Theory Practice Relationship; Training; *World Wide Web
IDENTIFIERS- France; *Learning Environments

This paper presents a methodology of courseware development that aims to build a global system of training on the Internet. Although the researchers' practice is based on a mix of constructivist and cooperative learning theory, it is noted that courseware would have to support other theories and practices in order to be transferable. Three spaces in which the activities of learners take place are identified--information space, action space, and communication space; the communication space depends on the institute and organizes the interactivity between the different spaces to correspond to a pedagogical practice. Following an introduction to the educational context of the project, these spaces are characterized according to technical and pedagogical points of view. Point-to-point asynchronous communication, group asynchronous communication, and interaction between the three spaces are also discussed. (Contains 11 references.) (DLS)

ED 427 659 IR 019 178

de Bra, Paul M. E.
Teaching Hypertext and Hypermedia through the Web.
PUB DATE- 96
NOTE- 8p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Managed Instruction; Computer Mediated Communication; *Computer Science Education; Computer Software Development; *Courseware; Distance Education; Educational Technology; Foreign Countries; Higher Education; *Hypermedia; Information Technology; Student Evaluation; World Wide Web
IDENTIFIERS- *Course Development; HTML; Netherlands

This paper describes a World Wide Web-based introductory course titled "Hypermedia Structures and Systems," offered as an optional part of the curriculum in computing science at the limit the size of the library, and reviews future directions for networked digital libraries. Two tables contain information on technical report indexes on the Internet and the current size of the New Zealand Digital Library for Computer Science Research. Four figures illustrate the interface and query page to the digital library, conversion from PostScript (most text missing), the prologue used to extract text from PostScript documents, and the architecture of the digital library. Contains 12 references. (DLS)

ED 427 679 IR 019 198

Zhao, Zhengmai; Hu, Jian
Supporting Provision and Access of Educational Visual Resources on the Web.
PUB DATE- 96
NOTE- 7p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Architectural Education; *Computer Assisted Instruction; Computer Interfaces; Database Management Systems; Databases; Design Preferences; Educational Technology; Higher Education; *Information Retrieval; Information Technology; Multimedia Materials; *Resource Materials; Screen Design (Computers); Systems Development; User Needs (Information); *Visual Aids; *World Wide Web
IDENTIFIERS- Browsing

This paper presents an information retrieval system for delivering educational visual materials through the World Wide Web. The system is designed to meet the following user requirements: lecturers prefer direct control over their visual resources; lecturers demand a browser-based interface that will allow them to create and modify their online visual resources easily; and students prefer more approaches to retrieval of information than just keyword search. Topics discussed include: (1) a description of the system, including major features and types of facilities to support information delivery and access (i.e., searching, browsing, and editing); (2) an application of the system to build an online image collection about architectural history that will be used as resource material for courses related to the history of architecture and design; and (3) a database implementation of the system. Two figures illustrate the architectures of the system and the database-based system. An appendix contains sample searching and browsing screens. Contains 10 references. (DLS)

ED 427 680 IR 019 231

Maurer, Hermann, Ed.; Olson, Richard G., Ed.
WebNet 98 World Conference of the WWW, Internet & Intranet Proceedings, (3rd, Orlando, Florida, November 7-12, 1998).
PUB DATE- 98
NOTE- 1582p.; For individually selected papers, see IR 019 232-301. CD-ROM format only (includes proceedings from 1996, 1997, and 1998).
LANGUAGE- English
EDRS Price- MF13/PC64 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Interfaces;

discussions, an annotation system that allows teachers and student to make remarks, and a background library consisting of static (e.g., digital books, journals) and dynamic (e.g., indexed World Wide Web sites, discussion forums, and a human expert knowledge database) components. Modules of the background library include an information gatherer, content analyzer, cross reference generator, knowledge integrator, background library manager, and knowledge broker. The background library represents a knowledge repository that is automatically enlarged and improved by the users themselves according to their needs. The gained relevant information is used to improve the learning process and to support the courseware authoring. GENTLE has already been used by hundreds of students at the University; feedback gained during the lectures is leading to continuous improvements of the system as well as new research concepts. (Contains 15 references.) (AEF)

ED 427 698 IR 019 249

Doan, Bich-Lien; Beigbeder, Michel; Girardot, Jean-Jacques; Jaillon, Philippe
Using Metadata To Improve Organization and Information Retrieval on the WWW.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Artificial Intelligence; Computer System Design; Foreign Countries; *Indexing; *Information Retrieval; Relevance (Information Retrieval); *Robotics; Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- Dublin Core; France; Links (Indexing); *Metadata; Search Engines; Web Pages; Web Sites

The growing volume of heterogeneous and distributed information on the World Wide Web has made it increasingly difficult for existing tools to retrieve relevant information. To improve the performance of these tools, this paper suggests how to handle two aspects of the problem. The first aspect concerns a better representation and description of Web pages. A new concept of Web documents described by metadata is introduced; Dublin Core semantics and the XML syntax are used to represent these metadata. Ways that this concept can improve information retrieval on the Web and reduce the network load generated by robots are suggested. The second aspect is a flexible architecture based on two kinds of robots--"generalists" and "specialists" that collect and organize metadata, in order to localize the resources on the Web. The robots will contribute to the overall auto-organizing information process by exchanging their indices. Two figures present possible organizations of Web pages and interaction between specialists and generalists to answer a user need. (Author/AEF)

ED 427 699 IR 019 250

Dorner, Ralph; Schafer, Arno; Elcacho, Colette; Luckas, Volker
Using VRML for Teaching and Training in Industry.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet,

model of learning. Earlier generations of distance learning media and methods were ill-suited to the active learning model. More recent technologies of distance learning, most notably computers, the Internet, and interactive video, have the potential to support the new model of learning. This paper describes different strategies to integrate activities to support this new model of learning into courses in distance learning programs at DePaul University (Illinois) and Mercy College (New York). An integral component of higher education in the new millennium will be collaborative learning, not only because it supports active learning, but also because it is required for the workplace for which students are being prepared. Moreover, as more corporations become global, collaboration will be mediated by technology. This paper also discusses ongoing research being conducted to measure the effectiveness of technology-mediated collaborative learning. A questionnaire for a student survey on distance education and collaborative learning is appended. (Author/AEF)

ED 427 717   IR 019 268

Littlejohn, Allison; Sclater, Niall
Overcoming Conceptual Barriers to the Use of Internet Technology in University Education.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Educational Practices; *Educational Technology; *Faculty Development; Foreign Countries; Higher Education; Information Technology; Instructional Development; Instructional Improvement; Skill Development; Teaching Methods; Training; Workshops; *World Wide Web
IDENTIFIERS- Barriers to Implementation; Learning Environments; *Technology Utilization; University of Strathclyde (Scotland); *Virtual Universities

The aim of this paper is to outline the lessons learned in helping academics at the University of Strathclyde (Scotland) to bridge the skills gap for their future teaching and learning. The University has recently implemented an initiative to promote good practice in the development and use of new learning technologies to enhance teaching and learning. The paper explores how concerns voiced by academic staff were instrumental in developing strategies to overcome conceptual barriers to the use of the Internet technology. This was achieved during the implementation of a skills development program at the University. This program included workshops exploring pedagogical and practical issues, skills development instruction for faculty via the World Wide Web, the creation of a community of scholars, and providing consultancy to individual departments. The metaphor of the Clyde Virtual University provided a conceptual framework on which academics could discuss and develop pedagogical issues. (Author/AEF)

ED 427 718   IR 019 269

Ma, Wei-hsiu; Du, David H. C.; Lee, Yen-Jen; Su, Dongli; Lin, Mengjou distributed learning as a strategic direction to increase access to educational opportunities for students within its service area and beyond. The University has chosen to employ asynchronous learning networks (ALN) as a primary approach to address the challenges of a rapidly-growing student population, a shortage of classroom space, and the need to maintain quality--all within available resources. This paper outlines the UCF model for ALN development and discusses the transition from distance ALN to campus-based ALN instruction. The paper describes faculty development, learner support, program evaluation strategies, and findings used in the implementation of ALN degree programs and courses. (Author/AEF)

ED 427 737 IR 019 288

Svensson, Lars; Ekenstam, Tobias
Web Education for Those Who Don't Know How but Want To, and for Those Who Know How but Don't Want To.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Mediated Communication; *Computer System Design; Course Content; *Distance Education; *Instructional Materials; Learning Activities; Material Development; Models; Student Projects; Teacher Attitudes; Teaching Methods; *World Wide Web
IDENTIFIERS- Computer Use; *Web Sites

One obvious reason that teachers hesitate to create Web sites for their distance courses is the lack of computer/technology skills. Other teachers who know how to create a well-structured course site are put off by the fact that it takes a lot of time to maintain it. Thus there is a risk that the course site will be ill-structured and poorly maintained. This paper presents a system aimed at overcoming both of these obstacles. The system DisCo (Distance Courses) is designed to help teachers with their basic needs for using the Web to publish course material and to communicate with their students. Course related activities of the DisCo system are divided into four basic categories: Information, Course Material, Communication, and Projects, each containing several subcategories. In DisCo, all course site maintenance is done via the Internet. Evaluations show that students appreciate the system, although it should be noted that all students have had a 2-week course in basic computer use prior to attending their first course. Contains 11 references. Contains 11 references. (AEF)

ED 427 738 IR 019 289

Synnes, Kare; Lachapelle, Serge; Parnes, Peter; Schefstrom, Dick
Distributed Education Using the mStar Environment.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

a think/pair/share activity, an on-line search form, a pre/post test of student knowledge, and an Internet evaluation form to assess the validity and reliability of the information found. The instructional unit was used with 15 special education and 26 honors level high school students. Thirty-one teachers participated in the workshops; the 26 teachers who completed the evaluation form agreed the information was relevant and they would use it with their own students. Subsequent to instruction and guided practice, student performance in using the Internet as a resource, as measured by a comparison of pre/post test scores, improved significantly. Appendices include questionnaires, newsletters, evaluation forms, a copy of the instructional unit, and useful World Wide Web sites. (Contains 32 references.) (AEF)

ED 427 757 IR 019 410

Geibert, Robert C.
Integration of Web-Based Instruction To Support Collaboration in a Graduate Nursing Program Taught via Multipoint Interactive Videoconferencing.
PUB DATE- 98
NOTE- 179p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; Cooperative Programs; *Distance Education; Educational Technology; Graduate Study; Group Activities; Group Discussion; Higher Education; *Interactive Video; *Nursing Education; Student Projects; Teacher Student Relationship; Teleconferencing; Training; *World Wide Web
IDENTIFIERS- Technology Integration; *Video Teleconferencing

This practicum was designed to support collaboration among graduate students and faculty in a Master of Science in Nursing Leadership and Post-Master's Case Management distance education program taught via videoconferencing. Students attend class at 11 videoconferencing centers scattered throughout a large western state. The geographically separated students tended to confine collaborative group project interactions to same-site colleagues because communication tools were inefficient, costly, unavailable, or did not support timely completion of collaborative work. Web-based instruction (WBI) was integrated into the curriculum to provide students and faculty with easily accessible and effective tools for collaboration. WBI training was provided for faculty and students via videoconference and online tutorials. Intensive technical support was provided to students to help them achieve skills requisite for performing in an academic online environment. The integration of WBI to support collaboration was very successful. Students and faculty were able to communicate in a variety of ways and could complete academic activities at locations and times that were most convenient to them. The tools that WBI provided were instrumental in helping students submit collaborative work that faculty often identified as far exceeding their expectations. Appendices include copies of the course home page, tutorials, course syllabus, and a sample student project. (Contains 51 references.) (Author/AEF)

ED 427 758 IR 019 411

Solmon, Lewis C.
Progress of Technology in the Schools: Report on 21 States.

program. Questions focused on the use of the library online catalog, the World Wide Web, and the Internet; reference assistance provided by liaison librarians; ease of requesting library materials, as well as the delivery of these materials; use of academic libraries other than UNL; demographic or statistical data; and suggestions for improvements of library services to remote users. Findings showed that students were more likely to use libraries other than UNL; the three other libraries in the University of Nebraska system were used more frequently, as were other academic and community college libraries. There was little use of public libraries. A survey was also sent to faculty who had taught classes in the master's program. In general, respondents appeared to require the same use of library resources for distance education classes as for on-campus classes. Support for distance education at the UNL libraries is provided by the Distance Education Coordinator, liaison librarians, the Interlibrary Loan Office, and circulation staff. (AEF)

ED 427 777 IR 057 274

Plotnick, Eric
Information Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; This Digest is based on "Information Literacy: Essential Skills for the Information Age," by Kathleen L. Spitzer with Michael B. Eisenberg and Carie A. Lowe.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Futures (of Society); Information Dissemination; *Information Literacy; Information Retrieval; Information Science; Information Technology; Relevance (Information Retrieval); Research; Standards; Users (Information); Work Environment
IDENTIFIERS- ERIC Digests

Although alternate definitions for information literacy have been developed by educational institutions, professional organizations and individuals, they are likely to stem from the definition offered in the Final Report of the American Library Association (ALA) Presidential Committee on Information Literacy: "to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information." This ERIC Digest describes the evolution of the concept of information literacy, and goes on to discuss the following: the three predominating themes in research on information literacy; the new workplace of the future; national and state standards; K-12 educational reform and restructuring; information literacy efforts in K-12 and higher education; and information technology as the enabler of information literacy. (AEF)

ED 427 778 IR 057 283

Lankes, R. David
Building and Maintaining Internet Information Services: K-12 Digital Reference Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

of the LGBT population. The "coming out" process is a form of self-selection; those who are not "out" are difficult to include in research efforts. Recent studies related to LGBT issues have arisen out of sociology in conjunction with sexuality. Anti-gay sentiment, including violence and harassment, is an area of concern in both community college and university institutions. Many LGBT student victims fail to report crimes of this nature, remaining anonymous and further complicating research on the topic. In addition to changes and growth common in all student development, LGBT students undergo an additional and unique process, sexual or gender identity formation, which has discernible stages. Added challenges result from multiple group membership or rejection of sexual labels. Now available to students is a multitude of information accessible on the Internet, as well as numerous course offerings related to LGBT studies, and an Associate of Arts degree in Gay, Lesbian, and Bisexual Studies. A case study looks at Coloring Outside the Lines, a 40-member LGBT support group at Salt Lake Community College in Utah. Appended are important new resources, including a practitioner's handbook and Institutional Assessment of Sexual Minority Status Checklist for use by community college administrators. Contains 31 references. (AS)

ED 427 797 JC 990 092

Zeszotarski, Paula
New Dimensions of the Community College Curriculum. Final Paper.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Community Colleges; Comparative Analysis; *Computer Literacy; *Core Curriculum; Educational Development; *Educational Objectives; *General Education; Multicultural Education; Student Needs; Two Year Colleges

This paper discusses general education (GE) programs and compares course requirements at community colleges in the United States. Through a review of the literature, the author presents the rationale for three types of GE programs: (1) core curricula, the most prescribed type of GE, practiced only by 5% of four-year institutions; (2) distributional requirement systems, which account for more than 90% of GE programs; and (3) the free elective program, the least prescriptive form of GE. These programs attempt to provide familiarity with core knowledge, obtained by studying the humanities and social sciences, as well as basic skills. As society increasingly becomes dependent on technology, computer literacy is emerging as one of these basic skills and a vital addition to GE requirements. The paper describes a content analysis of 18 community college course catalogs. Findings indicated that: (1) computer literacy requirements are high in both transfer and non-transfer programs, yet the course content varies considerably; (2) GE requirements for non-transfer degrees are more oriented toward specific skills than general knowledge; (3) the structure of GE requirements in community colleges remains consistent with past research. Appended are objectives of GE statements. Contains 17 references. (EMH)

ED 427 798 JC 990 093

Outcalt, Charles

System (NCCCS) and determines if women have made progress in attaining senior-level positions since the last study, conducted 15 years ago. Fifteen women senior administrators were selected from colleges within the NCCCS and interviewed. Findings indicate that although more women are obtaining senior-level administrative positions, most of their gains continue to be in lower-level positions. President and vice president are the least likely college positions to be occupied by women. In addition, demographic data for the past 10 years revealed that women still have not achieved salary equity with men in similar positions. The study discusses respondents' views of the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement (the Plan), adopted in 1993 to provide a climate that would enhance advancement opportunities for minorities and women. Respondents reported that the Plan has not been an effective mechanism in assisting women to achieve senior administrative positions. At the time of this study (1995), most community colleges in North Carolina had not adopted the Plan but had developed diversity programs of their own. Appended are sample interview questions, a map of NCCCS institution locations and addresses, and data tables regarding senior administrative positions. Contains more than 70 references. (AS)

ED 427 816 JC 990 119

O'Brien, Katherine
The Early Intervention Program at Rio Hondo College.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Community Colleges; *High Risk Students; School Holding Power; Student Educational Objectives; *Student Needs; Two Year Colleges
IDENTIFIERS- Extended Opportunity Programs and Services; *Rio Hondo College CA

In the fall of 1997, the Extended Opportunity Programs and Services (EOPS) program at Rio Hondo College (California) created the Early Intervention Program (EIP) to help recognize and support high-risk students. EOPS is a state-funded program that assists low-income, high risk students in achieving their educational goals. To identify these students and intervene as early as possible in their college careers, a customized EIP survey was distributed to students at EOPS orientations. Based on the responses, personal profiles were generated for students that highlighted self-identified needs. Students then received a group interpretation of this profile, facilitated by an EOPS counselor. Afterward they created an action plan that detailed where to get help on campus; they also scheduled follow-up appointments with counselors. In addition, workshops designed to address the needs identified in the EIP survey were offered throughout the semester. Analysis of academic performance prompted expansion of the EIP project: Sixty-nine percent of EOPS students who attended an EIP interpretation in the fall of 1998 earned a 2.0 or higher that semester, compared with only 54% of students who weren't involved with EIP. The strength of the EIP project lies not only in its ability to help quantify retention efforts, but also in its capacity to foster cooperation among college departments. Included are a sample student profile report and tables indicating the percentage of students who attended intervention by grade point average. (EMH) percent of children reported they had been victimized at the same rate. Very few (2 percent) reported being both bullies and victims. Fourteen percent of children reported being bullied because of their race. There were significant developmental differences. With increasing age, there was an increase in the tendency to join in bullying, a decrease in willingness to help a victim, and a decrease in reports of peers assisting victims. Bullies were more likely to be known to teachers, and victims were more likely to be known to parents. The findings pose implications for intervention efforts to reduce bullying in schools. (Contains 11 references.) (EV)

ED 427 835 PS 026 489

Dreyer, Linda Hostetler
Placement of Multiple Birth Children in School: A Guide for Educators.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Sibling Relationship; Student Needs; *Student Placement; Teacher Student Relationship; *Twins
IDENTIFIERS- Identity (Psychological); Multiple Birth Family

Parents of multiple birth children frequently wonder whether it is best for their children to be separated or placed together in school. This guide from the National Organization of Mothers of Twins Clubs (NOMTC) asserts that research and expert opinion demonstrate that mandatory separation of multiple birth children is ineffective and can be detrimental to the educational and emotional growth of these children. For this reason, this NOMTC guide strongly recommends that placement of each set of multiples be evaluated on an individual basis. In order to facilitate these decisions, the guide covers the following areas: (1) "Basic Twin Information" (identification of twin type, differences in social relationships, differences in intellectual development); (2) "Mandatory Separation Policy: Differing Opinions" (educators, twins, parents); (3) "'Expert' Views on Separation"; (4) "The Case for Gradual Separation"; (5) "Reasons to Separate"; (6) "Reasons for Not Separating Twins"; (7) "Individuality"; (8) "Retention and/or School Readiness of One Twin"; (9) "Tips for Teachers of Twins"; and (10) "To Separate or Not to Separate: Who Should Decide?" (Contains a list of suggested reading and 27 references.) (EV)

ED 427 836 PS 026 656

The Teenager's Guide to Successful Babysitting. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adolescents; *Child Caregivers; Childhood Needs; Responsibility; Youth Employment
IDENTIFIERS- *Babysitters; *Caregiver Training; Child Safety;

Families.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Child Health; Children; *Family Health; Family Life; *Family Needs; *Family Programs; Health Activities; Health Needs; *Health Programs; Health Promotion; Health Services; Medical Services; Parent Role; Parents; Pediatrics; Public Policy
IDENTIFIERS- Access to Health Care; *Family Advocacy; Family Development; Family Resource Coalition IL; *Family Support

This report of the Family Resource Coalition of America examines partnerships between family support programs and health care providers, forged to ensure that the comprehensive needs of families are met. The report begins with two articles, "Family Support and the Emerging Health System" and "Social and Economic Issues Affecting Health--A Research-Based Argument for Family Support," which examine how family support and health care are linked. The second section presents three articles on improving access to health care: "How Your Program Can Help Get Coverage for Children"; "HMOs, MediCAL, and Bureaucracy-How My Program Helps Families"; and "What Families with Chronic Illness Need." Articles in the third section address linking pediatricians with family support: "Pediatricians as Family Support Partners"; and "Linking Pediatric Care with Family Support--How One Center Does It." The fourth section presents three articles on families as health care partners: "Parent to Parent--Help for Parents and Professionals"; "Mothers Mentor Teens as Paraprofessionals"; and "How I Got Involved in Allocating Health Care Funds." Articles in the fifth section address public policy to promote healthy families: "How States Can Remove Barriers to Health Care"; "CHIP of Virginia--A State Network Links Family Support with Health Care Services for the Young"; and "State Health Dollars Fund Family Support in Oklahoma." Finally, the sixth section presents articles addressing building healthy communities: "Montana Coalition Promotes Health and Quality of Life"; "Families Train Health Care Professionals in Family-Centered Practice"; "Alaska Nursing Students Forge Community Partnerships"; and "Asian Americans Get Culturally Supportive Care in Denver." (SD)

ED 427 855   PS 027 345

Wells, Lauren; Blendinger, Jack
How Middle School Students Spend Their Time outside of School: A Longitudinal Investigation.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Mid-South Educational Research Association Conference (29th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activities; Behavior Patterns; Individual Activities; Interests; Intermediate Grades; *Middle School Students; Middle Schools; *Reading; Reading Attitudes; *Reading Habits; Reading Motivation; *Television Viewing
IDENTIFIERS- *Activity Preferences; Free Time; Television Criticism

This study investigated during a 2-year period how middle school clarify the decision-making process. The included Individual Retention Plan (IRP) and Individual Promotion Plan (IPP) were developed to help teachers, specialists, and parents/guardians come to a clear understanding of the goals, objectives, and support services for an individual student, as well as to evaluate student progress and clearly communicate that progress to parents. Finally, samples of completed checklists and plans are included to help guide the child study team formed for the purpose of retention/promotion decision-making. Contains 51 references. (EV)

ED 427 874 PS 027 370

Meyerhoff, Michael K.
The Power of Play: A Discussion about Early Childhood Education.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; Childhood Needs; Developmental Stages; *Early Childhood Education; Early Experience; *Learning Processes; Parent Child Relationship; *Parent Education; Parent Materials; Parent Role; *Play; *Young Children
IDENTIFIERS- Adult Child Relationship; Play Learning

This pamphlet discusses the role of play in the development of young children and the importance of avoiding placing young children exclusively in programs with a strong academic orientation. Presented in a question-answer format, the pamphlet includes information regarding: (1) the importance of providing opportunities for young children to learn how to learn rather than making them achieve specific academic accomplishments; (2) parents' motivations for enrolling their children in academically-oriented programs; (3) the difference between training and education; (4) how play builds a strong educational foundation, promotes love of learning and self-esteem, and facilitates interpersonal relationships; (5) how inadequate "horizontal" development--early learning that underlies all later learning--can result in unstable "vertical" development--learning that must build upon previous learning; (6) the importance of nurturing imagination and creativity; and (7) the role of adults in children's early development as partners and consultants in play. The pamphlet concludes with a biographical sketch of the author. (KB)

ED 427 875 PS 027 371

Olsen, Darcy Ann
Universal Preschool Is No Golden Ticket: Why Government Should Not Enter the Preschool Business. Policy Analysis No. 333.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Intervention; Educational Policy; *Government Role; Outcomes of Education; *Preschool Education; Program Effectiveness; *Public Policy
IDENTIFIERS- Carolina Abecedarian Project NC; Perry Preschool Project; Project Head Start

Many state legislators are currently debating the issue of providing universal preschool education. This document analyzes socioeconomic, and geographic backgrounds relate to the romanticized story Disney has chosen to tell? and (3) how do the girls' responses to the movie compare between groups and with those of the researcher? Participants, ages 9 to 13, were middle-class Euro-American girls from a midwestern university town, urban working-class Native American girls from a large midwestern city, and girls of working-class families from a rural reservation in the southwest with one Native American parent and one Euro-American parent. Results from the focus groups with participants indicated that although there were points of agreement, in general, the girls' responses and attitudes toward the movie varied widely both between the groups and with respect to the researcher's conclusions about the movie. While the Euro-American girls produced a reading that could be labeled as "negotiated" in some respects, they appeared to accept the colonialist lessons learned about U.S. history and to view the movie as somewhat comical. For the urban Native American girls, "Pocahontas" was an important movie to which they related strongly. The Native American girls from the rural reservation were not as enthusiastic about the movie, perhaps because the culture of their daily lives strengthens their personal and cultural identities in such a way as to make media representations of Native Americans less significant for them. (This report includes background information concerning the story of the historical figure Pocahontas and the Disney movie based on her, followed by a textual analysis of the movie. Contains 19 references.) (EV)

ED 427 893   PS 027 408

Thomas, Ruth
The Cultural Content of Dramatic and Sociodramatic Play.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Culture; *Blacks; *Classroom Research; *Cultural Differences; Cultural Influences; *Dramatic Play; Hispanic American Culture; *Hispanic Americans; Minority Groups; Observation; Preschool Children; Preschool Education
IDENTIFIERS- African Americans; Play Learning

This study explored the effects of children's cultural group on the content of their dramatic and sociodramatic play. After defining play, dramatic play, sociodramatic play, and culture, observations were conducted by a preschool teacher of Latino-American and first-generation African-American 4-year-olds over an 8-week period. Play that was viewed as relevant and reflective of elements of culture was documented. Children's play was observed in the housekeeping area, block area, and generic rug play area. Findings of the observations were summarized for each particular child's play behavior. The study concluded that for Latino children, language is a very important component of their culturally influenced play. For the children of African immigrant parents, a unique socio-cultural history creates a different perspective and mind set and different behavior. (EV)

ED 427 894   PS 027 409

Investing in Our Future: A National Research Initiative for America's Children for the 21st Century.
PUB DATE- 97
NOTE- 95p.

potential for American Indian education, Indian educators can also improve assessment by promoting the inclusion of oratory skills to balance reading skills, by ensuring culturally relevant curriculum, and by factoring in students' language and experience when judging their abilities. Contains endnotes and a bibliography. (TD)

ED 427 910 RC 021 806

Wetsit, Deborah
Effective Counseling with American Indian Students.
PUB DATE- 99
NOTE- 23p.; Chapter 8 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; Alaska Natives; *American Indians; Confidentiality; *Counseling Techniques; *Counselor Client Relationship; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Extended Family; Family Involvement; *Intercultural Communication; *School Counseling; Social Values; World Views
IDENTIFIERS- *Cultural Values

Counseling has always been a part of American Indian culture. Only recently has the European American counseling establishment recognized the role of culture in counseling. Developing a historical understanding of American Indians is important to working with American Indian students. It is also important for school counselors to recognize the tremendous diversity among and within American Indian tribes and the impact of acculturation factors and cultural identity issues. The cultural differences between American Indian and European American students are very real and require an awareness of value differences in areas such as time management, goal orientation, group versus individual accomplishments, family orientation, sharing versus materialism, being versus doing, harmony with nature versus mastery over nature, the importance of tradition, humility versus arrogance, and reverence for elders. The implications of some of these primary values are discussed. School counselors must obtain cross-cultural competencies to be effective. The establishment of trust and rapport, avoidance of direct questioning, appropriate counseling styles, involvement with the community or tribe, confidentiality, and dealing with the environmental factors of racism and prejudice are essential elements of a counselor's knowledge base. Contains references in endnotes and a bibliography. (Author/TD)

ED 427 911 RC 021 807

Yellow Bird, Michael J.; Chenault, Venida
The Role of Social Work in Advancing the Practice of Indigenous Education: Obstacles and Promises in Empowerment-Oriented Social Work Practice.
PUB DATE- 99
NOTE- 36p.; Chapter 9 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

NOTE- 19p.; In: ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, FL, October 20-24, 1998); see RC 021 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Foreign Countries; *On the Job Training; Organizational Development; *Service Workers; Training Methods
IDENTIFIERS- *Outdoor Recreation; Recreation Workers; *Training Effectiveness; University of Calgary (Canada)

This report analyzes the employee training program at the Outdoor Program Centre (OPC) of the University of Calgary and offers recommendations that may be of benefit to other outdoor recreation centers. The OPC offers products and services such as facility access, equipment rentals, instructional and recreational programs, and repair services for outdoor equipment. Employees are trained as recreation service workers to carry out such duties as equipment booking and cash responsibilities. An interview with the training supervisor provided information on the OPC training strategy and mission, ongoing development of the training program, lecture and on-the-job training methods, length of training period, and use of full-time staff and senior managers as training facilitators. Recommendations for on-the-job training focus on training steps and training program design based on adult learning theory. Other recommendations address coaching and mentoring, updates to the training manual, and development of learning standards and objectives. Appendixes list steps in instructional design and principles of adult learning theory. (SV)

ED 427 928 RC 021 846

Boehringer, Brad; Merrill, Kurt
Trail Crews: Developing a Service Component to Your Program.
PUB DATE- 99
NOTE- 6p.; In: ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, FL, October 20-24, 1998); see RC 021 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *College Programs; Higher Education; *Outdoor Education; Program Development; *Service Learning; Staff Development; *Student Volunteers; Trails; Wilderness
IDENTIFIERS- Pennsylvania State University; Stewardship; *Trail Crews

Through wilderness stewardship programs, service projects, or trail crews, college outdoor programs can help land management agencies with their maintenance needs and provide student participants with rewarding service learning opportunities. Trail crews are usually composed of volunteer outdoor enthusiasts who take part in a multitude of technical and nontechnical work projects. In particular, trail crews are heavily utilized to reopen badly damaged trails after harsh winters. This paper uses Penn State University's Outdoor Program as a model to explore the steps in developing a trail crew component to a college outdoor program. These steps

Tips on Preparing a Scientific Research Paper.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Educational Resources; *Research Papers (Students); Research Projects; Science Programs; *Scientific Research; Secondary Education; *Student Research
IDENTIFIERS- *Sea Grant Program

This guide presents tips to help students organize their research papers from beginning to end. Suggestions for understanding an assignment and plotting a course of action focus on: identifying topics of interest; deciding what to say about the topic; outlining the project; finding sources of information, including multi-media and Internet resources; organizing the resources; writing the paper; and reviewing the finished product. (DDR)

ED 427 948 SE 062 017

Johnson, Jean M.
Statistical Profiles of Foreign Doctoral Recipients in Science and Engineering: Plans To Stay in the United States. An SRS Special Report.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Doctoral Degrees; Employment Patterns; *Engineers; *Foreign Workers; Higher Education; Labor Economics; Occupational Mobility; Science and Society; *Scientists; Tables (Data); *Underemployment
IDENTIFIERS- National Science Foundation

This report provides detailed statistical profiles of students from several major countries who were doctoral recipients in science and engineering at U.S. universities and the initial intent of these foreign doctoral recipients to locate in the United States after graduation. The statistical profiles included in this report contain two tables for each major country of origin in Appendix B. The first set of tables groups degrees by country and field between 1988 and 1996. These tables provide data on several characteristics of doctoral students: gender, visa status, sources of support, time to degree, planned location after Ph.D, and any definite employment plans in the United States. The second set of tables provides similar data for the years 1975, 1980, and 1985-96. (DDR)

ED 427 949 SE 062 024

Samuels, Linda S.
Girls Can Succeed in Science! Antidotes for Science Phobia in Boys and Girls.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Monica E. Villarreal); (19) "Pre-Algebra: A Cognitive Perspective" (G.M. Boulton-Lewis, T. Cooper, B. Atweh, H. Pillay, and L. Wilss); (20) "The Right Baggage?" (Mary Briggs); (21) "Learner-Centered Teaching and Possibilities for Learning in South African Mathematics Classrooms" (Karin Brodie); (22) "Researching Transition in Mathematical Learning" (Tony Brown, Frank Eade, and Dave Wilson); (23) "Metaphor as Tool in Facilitating Preservice Teacher Development in Mathematical Problem Solving" (Olive Chapman); (24) "Restructuring Conceptual and Procedural Knowledge for Problem Representation" (Mohan Chinnappan); (25) "The Structure of Students' Beliefs towards the Teaching of Mathematics: Proposing and Testing a Structural Model" (Constantinos Christou and George N. Philippou); (26) "Abstract Schema versus Computational Proficiency in Percent Problem Solving" (Tom J. Cooper, Annette R. Baturo, and Shelley Dole); (27) "Implicit Cognitive Work in Putting Word Problems into Equation Form" (Anibal Cortes); (28) "Three Sides Equal Means It Is Not Isosceles" (Penelope Currie and John Pegg); (29) "Making Sense of Sine and Cosine Functions through Alternative Approaches: Computer and 'Experimental World' Contexts" (Nielce Lobo Da Costa and Sandra Magina); (30) "Teacher and Students' Flexible Thinking in Mathematics: Some Relations" (Maria Manuela M.S. David and Maria da Penha Lopes); (31) "The Influence of Metacognitive and Visual Scaffolds on the Predominance of the Linear Model" (Dirk De Bock, Lieven Verschaffel, and Dirk Janssens); (32) "To Teach Definitions in Geometry or Teach T

ED 427 971 SE 062 273

Olivier, Alwyn, Ed.; Newstead, Karen, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (22nd, Stellenbosch, South Africa, July 12-17, 1998). Volume 3.
PUB DATE- 98
NOTE- 358p.; For volumes 1-4, see SE 062 271-274; for the 1998 conference, see ED 416 082-085.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; *Beliefs; Cultural Influences; Data Processing; Educational Change; Educational Research; Educational Technology; Elementary Secondary Education; Fractions; Functions (Mathematics); Geometry; Knowledge Base for Teaching; Learning Theories; *Mathematics Education; Number Concepts; *Problem Solving; Proof (Mathematics); *Social Influences; Spatial Ability; Statistics; *Student Attitudes; Teacher Education; Thinking Skills

The third volume of this proceedings contains more of the research reports begun in Volume 2. Papers include: (1) "A Semiotic Model for Analyzing the Relationships between Thought, Language and Context in Mathematics Education" (Juan D. Godino and Angel M. Recio); (2) "Conceptions as Articulated in Different Microworlds Exploring Functions" (Veronica Gitirana Gomes-Ferreira); (3) "The Nature and Role of Discussion in Mathematics: Three Elementary Teachers' Beliefs and Practice" (Susie Groves and Brian Doig); (4) "Proof in Geometry as an Explanatory and Convincing Tool" (Nurit Hadas and Rina Hershkowitz); (5) "The Case of Rita: 'Maybe I Started To Like Math More'" (Markku Hannula); (6) "On Teaching Early Number through Language" (Dave Hewitt and Emma Brown); (7) "Relating Culture and Mathematical Activity: An Analysis of Sociomathematical Norms" (Lynn Liao Hodge and Michelle Stephan); (8) "'Automatism' in Finding a 'Solution' among

This paper asserts that in the United States, states and large school districts are turning to a relatively new policy strategy, know as "reconstitution," for addressing the conditions of low-performing schools. The strategy centers around the notion of vacating the adults from a school building and starting over. The underlying question is whether reconstituted schools show long-lasting gains in student achievement. This paper explores the history and underlying theory of reconstitution as designed and implemented in the San Francisco (California) unified school district throughout the last 15 years, with a particular focus on how school communities have experienced the policy. The study points out that, having reconstituted 16 schools in 15 years, San Francisco is the seasoned veteran when it comes to reconstitution. It undertakes three tasks: (1) determines what the San Francisco Unified School District expects to achieve by employing the policy of reconstitution--that is, identifying and understanding its underlying "theories of action"; (2) offers a general theory of effective accountability, drawing on recent literature related to performance-based accountability; and (3) examines a series of recent political and policy changes related to reconstitution. The paper suggests that the experiences of San Francisco schools can illuminate a number of issues critical to the effectiveness of accountability initiatives. Contains a table, notes, references, taped interviews, and attachments that deal with philosophical tenets; indicators to identify low-performing schools; consent decree implementation; process of reconstitution in San Francisco; San Francisco's goals; and criteria used to identify schools for reconstitution. (BT)

ED 427 992 SO 029 441

Peterson, Lorna
Incorporating Emancipation Celebrations in the Sixth Grade Social Studies and Library Skills Curriculum: A University, School, and Public Library Program on Juneteenth.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Grade 6; Higher Education; *Information Technology; Intermediate Grades; *Library Skills; Middle Schools; Primary Sources; Public Education; *Research Skills; Skill Development; Social Studies; Student Development; *United States History
IDENTIFIERS- Douglass (Frederick); Historical Research; Juneteenth; State University of New York Buffalo; Texas

This paper describes a cooperative effort, part of a school/university partnership between the Graduate School of Education and the School of Information and Library Studies at the State University of New York at Buffalo, in which a core curriculum was developed and coordinated in library research skills and information technology for two sixth-grade classes in an urban public school. The paper explains that using the Texas emancipation celebration, Juneteenth, as the intellectual domain, students learned how and when to use various libraries and library resources, and how historians answer questions through primary document research. Special instruction on the

ED 428 011 SO 029 615

Cabot, Raymond H.
Teaching, Technology, and History: Reaching the Past from the Modern World.
PUB DATE- 98
NOTE- 51p.; Project in partial fulfillment of the Esther A. and Joseph Klingenstein Fellow Program, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- Class Activities; Computer Mediated Communication; *Computer Uses in Education; *Curriculum Development; Educational Technology; High Schools; *History Instruction; Internet; Learning Activities; Models; Social Studies; Student Projects; Teacher Role; *United States History
IDENTIFIERS- *Technology Integration

Based on the premise that technology can assist teachers in bringing about student learning about the past, this paper contends that technology must be integrated into the curriculum (in this case, the history curriculum) as a whole and it must complement the philosophy and the practice of the teacher. The paper is divided into sections: (1) Technology and Teaching; (2) Technology and History; and (3) United States History at Peddie--A Curricular Model. The Technology and History section of the paper identifies three broad areas of concentration in which educational technology can be most effective for high school history students: research, presentation, and communication. Each of these components is discussed in some detail, and these three elements form the core of the sample curriculum at the Peddie School (an independent, coeducational boarding school located in Hightstown, New Jersey) suggested in the third part of the paper. Contains 22 references. Five appendices are attached: Appendix A: Internet Search Exercise: Christine's Genealogy Website; Appendix B: Internet Search Exercise: The Valley of the Shadow Website; Appendix C: Electronic Note Cards--Peddie History Department; Appendix D: The Principio Project, sample student Slavery Scrapbook; and Appendix E: Advanced Placement US History Syllabus, Fall 1998. (BT)

ED 428 012 SO 029 616

Osborne, Bill; Price, John L.
An Examination of Organizational Culture in Public Schools.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Educational Research; Elementary Secondary Education; Instructional Improvement; *Public Schools; *School Culture
IDENTIFIERS- Descriptive Research; New Mexico; Oklahoma; *Organizational Culture; Organizational Research; South Dakota; *Staff Attitudes; T Test

This paper asserts that organizations have cultures that can be described and that this descriptive data may be used

Vietnamese refugee families are reflected in school and work performance; and (3) to explore how the Vietnamese cultural perspective shapes individual behavior and implications for Vietnamese Americans. Methodology included participant observation, interviews, and document analysis. Ethnographic documents included social services information on refugees, magazines and newsletters, and the "Boy Scout Handbook." Findings discuss how the family system was the root of society in ancient Vietnam; behavior was guided by Confucian principles. In a situationally oriented culture like the Vietnamese, major life decisions are considered in a group context. Initially, the family orientation of new immigrants provides a cushion to culture shock both as a source of resources and affiliation needs. Eventually, the rugged individualism of American culture poses ethical dilemmas for those attempting to adapt to the host country. Conflicts between family and self are particularly poignant for Vietnamese American youngsters attempting to cope with both cultures. The study concludes that the road to acculturation begins with understanding the underlying assumptions of each society and then seeking balance, a characteristic valued by both. (Contains 13 references.) (BT)

ED 428 031 SO 030 844

VanFossen, Phillip J.
The National Voluntary Content Standards in Economics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Economics; Elementary Secondary Education; *National Standards; Social Studies
IDENTIFIERS- ERIC Digests; National Standards Project in Economics

Students today face a wide range of economic decisions. To be wise consumers, prudent savers, and knowledgeable investors, they need basic economic concepts and decision-making skills. To this end the National Council on Economic Education (NCEE) developed the Voluntary National Content Standards in Economics (1997) for students in kindergarten through twelfth grade. Economics has tended to be neglected by social studies educators despite its importance in education for democratic citizenship. With the inclusion of economics as a core subject in the Goals 2000: Educate America Act (1994), it became necessary to develop a set of content standards. The Standards for economics were developed to guide school districts, curriculum developers, and classroom teachers. The Standards contain 20 content standards that constitute the most important and enduring knowledge of economics. Each content standard includes a lucid rationale for its inclusion and a set of benchmarks for the 4th, 8th, and 12th grade. The Standards also are cross-referenced with associated benchmarks in the existing NCEE curriculum materials and teaching guides. Content Standard 8 is used to illustrate the features of the Standards. The release of the Voluntary National Content Standards in Economics represents an integral and important step in the development of economic literacy in the United States and meets the call for standards-based educational reform first sounded

University has sponsored the Connections Project, which helps regional and area schools ensure that all students succeed in school. Connections is a professional development resource for educators, counselors, administrators, human service providers, and others who work with children and families. In 1998, the Connections staff conducted training sessions for education professionals that highlighted Michael Fullan's research and ideas and encouraged participants to develop group models of the change process. Participants completed surveys on their understanding of Fullan's lessons and their applicability to the school site. Responses indicated that respondents understood Fullan's lessons of change and believed they could affect change using them, but many had not used the lessons in their classroom/school/community since participating in the professional development. Some of the school sites had left the Connections project. (Contains 21 references.) (SM)

ED 428 050 SP 038 334

Pape, Stephen J.; Tittle, Carol Kehr; Flugman, Bert
New York Collaborative for Excellence in Teacher Preparation: Years One and Two. Formative Evaluation Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; *Excellence in Education; Formative Evaluation; Higher Education; *Mathematics Education; Mathematics Teachers; *Preservice Teacher Education; Program Evaluation; *Science Education; Science Teachers; Summative Evaluation; Teacher Qualifications
IDENTIFIERS- New York

This paper presents a formative evaluation report, representing the accumulation of evaluation reports and materials from the first year of the New York Collaborative for Excellence in Teacher Preparation (NYCETP) cooperative workshop efforts. The goal of the collaborative is to produce well-qualified teachers of science and mathematics for New York City schools and to increase the number of individuals who enter and successfully complete teacher preparation requirements in science and mathematics. The year 1 report (October 1996) has three sections that include an overall summary, a summary of goals attained, and suggestions for future efforts of NYCETP members. The summary sections reflect participant observations by two evaluators and workshop participant feedback from four faculty workshops and two larger conferences held by cooperating institutions. The year 2 report (March 1997) focuses on the two areas of evaluation activities in progress: (1) formative, ongoing evaluation information to assist in project monitoring and provide technical assistance and (2) summative project documentation and impact indicators. Two appendixes present NYCETP categories of activities on individual campuses cross-referenced with applicable contact groups and an NYCETP case study outline. (SM)

ED 428 051 SP 038 335

Grant, Gerald; Murray, Christine E.
Teaching in America: The Slow Revolution.
PUB DATE- 99
NOTE- 280p.

them to participate in policy making. After a foreword, section 1 presents an overview of critical issues and examines many teachers' dissatisfaction with the NEA and/or AFT. Section 2 highlights the membership and participation option, which is the NEA/AFT response to dissatisfied teachers. The unions stress that dissatisfied teachers should participate in union policy-making processes in order to create change. Section 3 discusses delegate allocations, explaining that teachers must be elected to or achieve delegate status by virtue of their position, such as presidency of a state association. Section 4 presents the election process. Section 5 describes a delegate's term of office. Section 6 discusses financial assistance for convention delegates. Section 7 describes delegate responsibilities and opportunities at the representative assembly. Section 8 presents special interest NEA caucuses. Section 9 discusses the state dimension of policy making. Section 10 presents conclusions about union membership/participation or nonmembership. An appendix offers a listing of independent professional educator groups. (Contains 12 endnotes.) (SM)

ED 428 069 SP 038 355

Haar, Charlene K.
Teacher Unions and Parent Involvement. EPI Series on Teacher Unions.
PUB DATE- 99
NOTE- 54p.; For related documents, see SP 038 353-54.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; Educational Legislation; Elementary Secondary Education; Labor Relations; *Parent Participation; Parent School Relationship; Policy Formation; Public Education; *Teacher Associations; Teacher Rights; Teacher Strikes; Teachers; *Unions
IDENTIFIERS- American Federation of Teachers; National Education Association; Parent Teacher Association; Union Dues

This booklet, part of the Education Policy Institute series about teacher union issues, clarifies the concept of parent involvement in educational reform, analyzing the treatment of parents in collective bargaining contracts between teacher unions and school boards and in union policy resolutions. Chapter 1 introduces the issue, offering an overview of the National Education Association (NEA) and American Federation of Teachers (AFT). Chapter 2 presents NEA/AFT policies related to parents, discussing NEA resolutions, AFT resolutions, parents in NEA's legislative agenda, NEA publications, and AFT publications. Overall, all NEA AFT materials on parent involvement define it in ways that strengthen or do not challenge teacher and union roles in education. Chapter 3 discusses how parents are treated in teacher bargaining and teacher union contracts with school districts, including actual union proposals and articles excerpted from teacher union/school district contracts. Chapter 4 reviews teacher union relations with the National PTA and its state and local affiliates. These relations help explain how collective bargaining affects parent involvement. Chapter 5 summarizes the issue, noting the huge gap between union rhetoric and union practice regarding parent involvement. The rhetoric praises and urges involvement, while the practice discourages it. The NEA and AFT use parent involvement more to support union policy and legislative objectives than to help children learn. (Contains membership and testing condition. White participants performed equally well under either dynamic condition, while African American participants performed better under subject-directed, induced mediation than under experimenter-directed imposed mediation. As hypothesized, no differences are found between African American and White college students under induced mediation procedures. Also, validity data are consistent with earlier findings that point to the importance of considering the role of learner attributes in testing for elucidating intelligence or ability. Previous reports of White college undergraduates outperforming their African American peers on tests of general intellectual ability are due to a greater incompatibility between demands of the testing situation and preferred processing tactics for African American participants than for White participants. (Contains 1 table and 38 references.) (Author/SLD)

ED 428 090 TM 029 491

Rahman, Mohammed A.; Loadman, William E.
Determining the Multivariate Assumptions of a Four Dimensional Instrument Designed To Follow-up Elementary and Secondary Level Graduates of Multiple Teacher Education Institutions.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Followup Studies; Graduates; Higher Education; *Job Satisfaction; *Multivariate Analysis; Program Effectiveness; *Secondary School Teachers; Teacher Attitudes; *Teacher Education; Test Construction

Whether there is a difference in job satisfaction, self-assessed knowledge of teaching, and ratings of the quality of teacher education programs for graduates of elementary teacher education programs and secondary teacher education programs was studied using the Teacher Education Follow-up Scale of the National Database for Teacher Education Follow-up Studies. Fourteen teacher preparation institutions participated in the follow-up study, although not all used all 4 subscales of the followup instrument. Sample sizes for each subscale ranged from 2,785 to 3,930. Analyses, which included mulitivariate analysis of variance, suggest that there is a difference between graduates of elementary teaching programs and graduates of secondary education programs. Job satisfaction and assessment of program quality were higher for graduates of elementary teaching preparation programs. These results have ramifications for the use and interpretation of data from teacher followups. (Contains two figures, three tables, and nine references.) (SLD)

ED 428 091 TM 029 492

Snodgrass, Donna G.; Salzman, James A.
Graphical Representations of Data: Iowa Tests of Basic Skills, Ohio Sixth Grade Proficiency Tests, and SB 55.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1998).
LANGUAGE- English

six tables and three figures. (DB)

ED 427 639 HE 031 894

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1999-2000.
PUB DATE- 99
NOTE- 343p.; For the previous data book, see ED 418 628.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; *Budgets; Comparative Analysis; *Data Collection; Degrees (Academic); *Educational Finance; Enrollment; Higher Education; *State Universities; Student Financial Aid; Tables (Data); Trend Analysis
IDENTIFIERS- *Utah

This report provides detailed statistical data on the Utah System of Higher Education (USHE), which includes two major research/teaching universities, two metropolitan/regional universities, and five community colleges. Preliminary information offers a description of the USHE, a list of organizational names, a list of boards of trustees, a list of presidents of member institutions, and an executive summary. The next 12 sections present tables providing data on the following topics: (1) degrees and awards including public and private institutions, 1988-89 through 1997-98; (2) enrollments by age, gender, status, race/ethnicity and enrollment histories of the individual institutions; (3) vocational education, primarily support and monitoring of USHE applied technology education; (4) tuition and fees broken down by resident/nonresident status, undergraduate/graduate status, and institution type; (5) student financial aid by aid type and institution; (6) financial information revenues and expenditures for the years 1979-80 to 1999-2000; (7) budget histories by type of institution; (8) the USHE cost study of direct and indirect instructional costs by institution and program; (9) staffing employee count and teaching workloads; (10) salary and compensation; (11) comparisons with peer institutions; and (12) libraries. (DB)

ED 427 640 HE 031 895

Credit Reform. Key Credit Agencies Had Difficulty Making Reasonable Loan Program Cost Estimates. Report to Congressional Requesters.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accounting; *Budgeting; Data Collection; *Federal Aid; Higher Education; Public Agencies; *Student Loan Programs; Validity
IDENTIFIERS- Department of Agriculture; Department of Education; Department of Housing and Urban Development; Department of Veterans Affairs; Small Business Administration

This report finds problems in the ability of the five major federal credit agencies to reasonably estimate subsidy costs related to the $216.6 billion in direct loans and $712.4 billion in loan guarantees issued by the federal government. The five agencies are the Small Business Administration (SBA) and the departments of Education, Housing and Urban Development, Veterans Affairs, and Agriculture. Although both SBA and Education did provide reasonable estimates on their

Eindhoven University of Technology (Netherlands). The technical environment for the current (1996) edition of the course is presented, which features automatic evaluation of small assignments, a repository for assignment work, a discussion system, and complete monitoring of each student's progress. The previous architecture, used for the first 200 students, and lessons drawn from that experience are also discussed. Three figures illustrate the banner of each page of the hypermedia course; an example of a multiple-choice question; and a possible reply to a wrong answer. (DLS)

ED 427 660 IR 019 179

Haugsjaa, Erik
Collaborative Learning and Knowledge-Construction through a Knowledge-Based WWW Authoring Tool.
PUB DATE- 96
NOTE- 8p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Authoring Aids (Programming); *Computer Assisted Instruction; Computer Mediated Communication; Computer Software; *Cooperative Learning; Distance Education; Educational Technology; Futures (of Society); Global Approach; Hypermedia; Information Technology; Instructional Design; *Intelligent Tutoring Systems; Secondary Education; Student Projects; Teaching Methods; *World Wide Web
IDENTIFIERS- Authorware; Barriers to Implementation; Knowledge Bases; Knowledge Development; *Learning Environments; Prototypes; Virtual Classrooms

This paper outlines hurdles to using the World Wide Web for learning, specifically in a collaborative knowledge-construction environment. Theoretical solutions based directly on existing Web environments, as well as on research and system prototypes in the areas of Intelligent Tutoring Systems (ITS) and ITS authoring systems, are suggested. Topics discussed include: (1) education for the 21st century--global issues grounded in the local community; (2) the complexity of our understanding of the world in some areas of science, resulting in increasing difficulty in relating the interrelations and subtleties to a classroom of passive learners; (3) hurdles toward reaching a learning Web, including relevant Web and hypertext background, problems with implementing workgroup annotations, and media-based authoring; (4) MeTaL (meta-tool for active learning), a knowledge-based tool for collaborative knowledge construction; (5) project-based learning in the global village; (6) the form versus content issue, moderators, voting, verbal skills, and democracy; (7) MeTaL hurdles, including computer science issues, databases, and machine learning; and (8) MeTaL design contributions. Contains 17 system references and 16 references. (DLS)

ED 427 661 IR 019 180

Hecht, Caroline; Barbieri, Kathy
Math and Science Gateway - A Successful Model for High School Educators and Students.
PUB DATE- 96
NOTE- 6p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.

*Computer Networks; Computer System Design; Computer Uses in Education; Conferences; Electronic Libraries; Electronic Publishing; Optical Data Disks; Standards; *World Wide Web
IDENTIFIERS- *Intranets; Technology Implementation; Technology Plans

This proceeding of the third WebNet conference--WebNet 98--addresses research, new developments, and experiences related to the Internet, intranets, and extranets. The 265 contributions of WebNet 98 presented in this volume consist of the full and short papers accepted for presentation at the conference from a collection of more than 600 submitted from 40 countries. Included are position papers by leading experts in the field; descriptions of ideas and products; reports on concrete applications of the Web; discussions of the impact of the Web on various aspects of life; plus considerations as to how society might adjust to the resultant changes. Major areas covered at the conference include: (1) commercial, business, professional, and community applications; (2) educational applications; (3) electronic publishing and digital libraries; (4) ergonomic, interface, and cognitive issues; (5) general Web tools and facilities; (6) personal applications and environments; (7) societal issues, including legal, standards, and international issues; and (8) Web technical facilities. (AEF)

ED 427 681 IR 019 232

Abou Khaled, Omar; Pettenati, Maria Chiara; Vanoirbeek, Christine; Coray, Giovanni
MEDIT: A Distance Education Prototype for Teaching and Learning.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Courseware; *Distance Education; Foreign Countries; Higher Education; Hypermedia; *Information Systems; Instructional Design; Interdisciplinary Approach; Man Machine Systems; Material Development; Multimedia Instruction; Multimedia Materials; *Systems Development; User Needs (Information); World Wide Web
IDENTIFIERS- *Course Development; *Learning Environments; Prototypes; Switzerland; Usability; Virtual Classrooms

MEDIT, a World Wide Web-based environment, aims at offering complementary support to traditional educational practices. The MEDIT approach distinguishes a set of virtual working spaces and provides the appropriate services for each of them. In addition to a generic hypermedia authoring system, designers implemented advanced tools for multiple view representation of a course and creation and maintenance of private workspaces, in order to stimulate information exchange, interaction, and collaborative work among users. The project, which is currently under evaluation through three undergraduate courses in the Swiss Federal Institute of Technology, is described in this paper. The first section highlights the development of a multidisciplinary Web-based environment, including pedagogical issues in distance education, usability issues of human computer interaction, and technical issues of developing and producing large hypermedia authoring systems. The next section

and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Authoring Aids (Programming); *Computer Assisted Instruction; Computer Oriented Programs; Computer System Design; *Industrial Training; Information Technology; Lifelong Learning; Material Development; *Programming Languages; Three Dimensional Aids; *Virtual Reality; Visualization; World Wide Web
IDENTIFIERS- Computer Animation

This paper shows how World Wide Web-based technology using VRML (Virtual Reality Modeling Language) can be applied in an industrial education and training context. Following an introduction to the importance of lifelong learning and training in industry, the state of the art of VRML is discussed, including its features and integration into the Web environment. Possible scenarios for the application of three-dimensional (3D) animation and virtual reality for industrial training are summarized. The following VRML tools are then described: (1) the CASUS (Computer Animation of Simulation Traces) System, an object-oriented approach to linking a 3D visualization to an event-oriented simulator; (2) the VRML authoring tool, consisting of scene composing, structure, and animation editors; and (3) the VRML application builder, including relation, annotation relation, and composing editors. Four figures present the CASUS System architecture, visualizations of production and logistics scenarios, a VRML-based plant manual, and an overview of the applications structure. (Contains 11 references.) (AEF)

ED 427 700 IR 019 251

Dunlap, Joanna C.
The 3Ls of Introductory Web-Based Instructional Design: Linking, Layout, and Learner Support.
PUB DATE- 98
NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Design Preferences; Guidelines; *Hypermedia; *Instructional Design; Instructional Effectiveness; Instructional Materials; Layout (Publications); *Material Development; *Screen Design (Computers); User Needs (Information); *World Wide Web
IDENTIFIERS- Instructional Support; Links (Indexing); Web Pages; *Web Sites

This paper presents guidelines for World Wide Web-based instructional design, based on the 3Ls (i.e., linking, layout, and learner support). The first section, focusing on macro level design, discusses nodes and links, including how nodes work, determining nodes, node size, presentation format, characteristics of links, and kinds of links. The second

Visual Constructor: Remote Authoring in a Web-based Learning System.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Interfaces; *Computer Software Development; Computer System Design; Computer Uses in Education; Course Organization; *Courseware; Distance Education; Instructional Design; *Multimedia Materials; Navigation (Information Systems); User Needs (Information); *World Wide Web
IDENTIFIERS- *Course Development; *Learning Environment; Minnesota

This paper describes an authoring tool, Visual Constructor, that is being developed to help users without technical knowledge to create and organize World Wide Web-based course contents. The following goals of Visual Constructor are highlighted: (1) it does not require any knowledge of evolving Web technology; (2) the user interface is easy to understand and operate; (3) it is a Web-based remote authoring environment, so that authors can use a Web browser to accomplish all the tasks at any location; (4) course authors do not need to worry about the physical files; and (5) information can be updated or modified as course content evolves. The underlying methodologies that form the basis of the Visual Constructor authoring environment are summarized, including course layout templates, document templates, logical view, and physical file management. The hierarchical software modules are explained, and the authoring process is illustrated with an example. The three major features supporting presentation and navigation of a Web-based learning environment created by Visual Constructor (i.e., structural layout, service modules, and presentation flow) are described. The paper concludes with a discussion of future work. Three figures present the hierarchy of software modules, and screens for configuring the course layout and authoring the course content. Contains 14 references. (AEF)

ED 427 719 IR 019 270

Maurer, Hermann; Scherbakov, Nick
Course Development Environment for Hyperwave.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Software Development; Computer Uses in Education; *Courseware; Educational Technology; *Instructional Design; Interaction; Learning Modules; *Multimedia Materials; Navigation (Information Systems); Training; *World Wide Web
IDENTIFIERS- Client Server Computing Systems; *Course Development

A new Courseware Development Environment (CoDE) is currently being developed for Hyperwave World Wide Web servers. CoDE provides instructional designers with an easy-to-use yet

(150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Oriented Programs; *Distance Education; Educational Technology; Foreign Countries; Postsecondary Education; Professional Development; Secondary Education; World Wide Web
IDENTIFIERS- Sweden

The mStar environment for distributed education utilizes the World Wide Web and IP-multicast to enable teacher-student collaboration over large geographic distances. Several educational projects, spanning secondary school courses to company internal training have deployed the mStar environment. This paper reports on experiences gained over a year of practice at the Lulea University of Technology (Lulea, Sweden) and the Center for Distance-Spanning Technology. The paper presents the methodology and technology used, while recognizing usage scenarios such as preparation of presentation material, distributed presentations, asynchronous playback of recorded and edited material, and virtual meetings for educational support. Contains 11 references. (Author)

ED 427 739 IR 019 290

Truman-Davis, Barbara; Hartman, Joel
On-line with the Future: Web-Based Program Development at the University of Central Florida, Designing a University for the 21st Century.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Environment; Higher Education; Individualized Instruction; Instructional Design; Instructional Effectiveness; Instructional Innovation; Learner Controlled Instruction; *Online Systems; Student Reaction; Teacher Attitudes; *World Wide Web
IDENTIFIERS- *University of Central Florida

Faculty, administrators and support staff are reinventing formal education at the University of Central Florida (UCF) through the World Wide Web and instructional design. Campus services and degree programs are being re-engineered and invented to extend flexible educational opportunities to serve diverse students and faculty. Preliminary research results indicate a high adoption rate among faculty and students for learning online through an institution-wide initiative. Scalability issues are the foremost challenge to administrators and support staff to provide quality Web-based learning environments and services as more faculty and students get involved in teaching and learning on-line. This paper describes the model, process, barriers, benefits, lessons learned and future direction of UCF's Web-based program development. Contains 22 references. (Author)

ED 427 740 IR 019 291

Turoff, Murray
Education, Commerce, and Communications: The Era of Competition.
PUB DATE- 98
NOTE- 13p.; In: WebNet 98 World Conference of the WWW, Internet

PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Computer Attitudes; *Computer Uses in Education; Educational Environment; Educational Policy; Educational Practices; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Instructional Improvement; *School Districts; School Surveys; *State Surveys; Tables (Data); Use Studies
IDENTIFIERS- *Technology Utilization

A state-by-state survey of technology in the schools was conducted during the spring of 1998. Responses were received from district technology coordinators in more than 1,990 school districts out of approximately 3,668 that were sent surveys in the following 21 states that achieved response rates of at least 40% of their districts: Alaska, Arkansas, Delaware, Florida, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, North Carolina, Oklahoma, Pennsylvania, South Carolina, Utah, Washington, West Virginia, and Wyoming. This report compares districts from individual states to an aggregation of all responding districts from these states. A framework was developed with a set of indicators for policymakers to consider when assessing whether or not schools have established the essential conditions necessary to begin improving student learning through technology. The following seven dimensions included in the framework are interdependent components of a system: learners; learning environments; professional competency; system capacity; community connections; technology capacity; and accountability. Results are organized according to these seven dimensions. Data are presented in 35 tables, and relationships among the variables are discussed. The questionnaire is appended. (AEF)

ED 427 759 IR 019 412

Solmon, Lewis C.; Chirra, Kalyani R.
The Last Silver Bullet? Technology for America's Public Schools.
PUB DATE- 98
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Costs; Educational Development; Educational Finance; Educational Policy; Educational Practices; *Educational Technology; Elementary Secondary Education; Federal Legislation; Financial Support; Government Role; *Information Technology; Models; Partnerships in Education; Postsecondary Education; *Public Schools; School Business Relationship; Tables (Data); Teacher Education; *Telecommunications; Training
IDENTIFIERS- Infrastructure; *Technology Implementation; *Technology Integration; Technology Plans

The purpose of this book is to introduce ideas, methods, and people that could be of assistance to those who will utilize educational technology in teaching and learning, especially to those whose responsibility it is to put in place the policies necessary to make this happen. Analogies comparing school technology to earlier massive national efforts to build America's infrastructure are offered. An introductory chapter presents a case for technology in schools; remaining chapters

NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Educational Research; Educational Resources; *Elementary Secondary Education; *Information Dissemination; *Information Management; *Information Services; Information Sources; *Internet; *Reference Services; User Needs (Information)
IDENTIFIERS- AskERIC; Digital Data

This study addresses the problem of Internet information services having to meet the increasing information demands of users in the dynamic Internet environment. The purpose of this research was to use K-12 digital reference services as a starting point to better understand the process of building and maintaining Internet information services. The study has three specific objectives: (1) to build and apply a conceptual framework based on complexity research, literature, and the researcher's experience; (2) to use this conceptual framework to empirically describe how organizations, specifically K-12 digital reference services, build and maintain services in the dynamic Internet environment; and (3) to seek commonalties across these descriptions. Qualitative methods (elite interviews and document analysis) were used to elicit descriptions of six exemplary K-12 digital reference services. These descriptions were then compared across organizations to find commonalties. Appended are the Pre-Test Interview Transcript, quality criteria developed by the expert panel, the AskERIC Pre-Test, Internet sites for further information, and a synopsis of data gathering. Eighty-nine tables and figures are included throughout the text. Contains an index. (Author/AEF)

ED 427 779 IR 057 284

Lankes, R. David; Kasowitz, Abby S.
The AskA Starter Kit: How To Build and Maintain Digital Reference Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Case Studies; Computer Mediated Communication; Computer Oriented Programs; Educational Research; Educational Resources; *Elementary Secondary Education; Evaluation; Information Dissemination; *Information Services; *Internet; Man Machine Systems; *Reference Services; Training
IDENTIFIERS- AskERIC; *Digital Data

This Starter Kit is designed to help organizations and individuals who wish to offer human-mediated information services via the Internet to users in the K-12 community. A six-step process is proposed for organizations to follow in creating an "AskA" service. This process addresses all aspects involved in building and maintaining an AskA service from preliminary research of the digital reference field to ongoing evaluation techniques. Each module of the Starter Kit describes one of the six steps and includes statements of goals and

Community College Honors Programs: An Overview.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; *Acceleration (Education); College Role; *Community Colleges; *Honors Curriculum; *Institutional Characteristics; Minority Groups; *Student Characteristics; Two Year Colleges

This study addresses the gap in literature related to community college honors programs by investigating the incidence of these programs within a random, national sample of 163 community colleges. In particular, the study examines relationships between the presence of honors programs and institutional characteristics (e.g., size), curricular characteristics (e.g., emphasis on transfer and remedial courses), and student body characteristics (e.g., the proportion of minority groups). Three primary concerns addressed are: (1) what proportion of community colleges offer honors programs; (2) how community colleges structure access to their honors programs; and (3) whether there are any systematic relationships between the first two issues and institutional, curricular, and/or student characteristics. Results show that there are strong correlations between the availability of community college honors programs and institutional, curricular, and student body characteristics. Schools in the Mideast seem more likely, and the Southwest less likely, to offer honors programs. The proportion of minority groups seems to affect the likelihood of honors programs, lending credence to those who charge that these programs exclude minority students. Research findings are related to what is already known or suspected about the presence and effects of these programs. Includes seven data tables. (AS)

ED 427 799 JC 990 096

Mize, Rita M.
Oversight and Intervention in the Local Operations of California Community Colleges.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Administrative Policy; College Administration; *Community Colleges; *Governance; *Government School Relationship; *Institutional Role; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This paper describes the agencies and organizations with oversight and intervention authority in local community college district affairs, including: (1) locally-elected governing boards; (2) the Board of Governors and California Community College Chancellor's Office; (3) the Accrediting Commission for Community and Junior Colleges; (4) county grand juries; (5) the Bureau of State Audits/Joint Legislative Audit Committee; (6) district attorney offices; (7) county offices of education; and (8) other state, federal and county agencies. Summarized are each of these organizations' authoritative roles and fiscal responsibilities. Other federal, state, and local agencies that have varying amounts of authority over elements of community

ED 427 817 JC 990 120

Burgraff, Donna L.
Providing Leadership in Rural America: A Model for Community Colleges.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; Community Development; *Geographic Isolation; *Leadership Training; *Partnerships in Education; Rural Areas; *Rural Education; School Business Relationship; School Community Relationship; Two Year Colleges

This article describes the formation of an educational partnership developed in a rural, Appalachian, coal-mining community. Williamson Main Street, Inc., a downtown revitalization program, and Southern West Virginia Community and Technical College (Southern) combined their efforts to create the Tug Valley Economic Development Institute (TVEDI). The partnership addressed the needs of area residents who lacked access to opportunities because of their remote location. TEVDI provided a series of training, workshops, and seminars designed to give business, community, and education leaders a leadership development program. Its immediate goals included: (1) identifying potential community leaders; (2) providing area leaders with leadership training; (3) determining the community's continuing needs, strengths, and opportunities; and (4) exploring solutions to problems and challenges of the area. These goals were met through community focus groups, including a session with local high school students; interactive cohort leadership training seminars; and employer-specific training geared toward downtown merchants. Obstacles encountered included advertising the program, seminar location and catering, and lack of participation by citizens in positions of power. Among TEVDI's benefits were a heightened awareness of the community, created by the community analysis; increased knowledge of the region for its two partners; and data gathered from focus groups. (EMH)

ED 427 818 JC 990 121

Kuo, Elaine W.
Creating Beneficial Institutional Collaborations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; *Institutional Mission; Organizational Change; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest examines the value of collaborations among businesses, community organizations, and educational

Parent Caregiver Relationship

Noting that babysitting is a serious responsibility, this videotape provides information, guidelines, and practical advice to train and prepare teenagers for the job of babysitting. Though not intended to replace the advice of a professional babysitting course or first aid course instructor, or parent/guardian who can better guide teens on specific situations that might occur while sitting, the 30-minute videotape presents advice on being a responsible, dependable, prepared, creative, and fun sitter. The videotape covers making a good impression on parents; how to find families to babysit for; setting fees; safety concerns, such as first aid, discipline, and working with a special needs child; topics to cover in a pre-arrival interview; things to bring for the children; and tips for caring for children at different age levels. Also covered are elements of professional behavior, and how to develop a babysitter's resume and a family information form. (HTH)

ED 427 837 PS 026 822

Davidson, Brooke; Wright, Barbara
School-Based Health Centers: Bringing Health Care to Kids. Videotape and Booklet .
PUB DATE- 97
NOTE- 18p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Childhood Needs; Children; Federal State Relationship; Financial Support; Government Role; Health Insurance; Health Programs; *Health Services; Integrated Services; Low Income Groups; Parent Attitudes; *Public Schools; State Legislation
IDENTIFIERS- *School Based Health Clinics; Uninsured Persons

Under the new Federal State Children's Health Insurance Program, states have the opportunity to insure many children from low-income families without health insurance. School-based health centers (SBHCs) provide one option for states to expand the provider network to care for these newly insured children. This pamphlet and companion videotape detail the nature and benefits of SBHCs. The pamphlet's introduction notes that SBHCs are mostly off-site locations of traditional providers such as hospitals or public health departments, and offer services provided by nurse practitioners or physician assistants, overseen by a physician. The pamphlet next highlights the different funding sources, and the relationship of SBHCs to HMO (Health Maintenance Organization) insurance providers. Concerns with parental rights and reproductive health that SBHCS have had to address are then discussed. Legislative issues are then explored, specifically SBHC as a model of health care delivery that addresses barriers to access, and the cost effectiveness of primary and preventive services at SBHCs. The final section of the pamphlet outlines the role of legislators in SBHC policy, in setting standards, ensuring that SBHCs are included in Medicaid managed care networks where appropriate, and addressing funding issues. A list of resources for additional information concludes the pamphlet. The short companion video provides an expanded version of the information in the pamphlet. (HTH)

ED 427 838 PS 027 104

students spend their time when not in school. Nearly 75 middle school students participated in the study. The subjects' out-of-school activities were first investigated in April of 1997 when subjects were in the fifth grade. The same students were studied again in April 1998 when they were in the sixth grade. The instrument used was specifically designed for gathering information about how children spend their time outside of school from Monday through Sunday. Few differences in activity patterns were found from one year to the next. Watching television was the most prevalent activity, significantly surpassing reading for pleasure, for both years. The study concluded that children spend too much of their time out of school watching television and too little time reading. The findings further indicated that children's television-viewing patterns are set early, causing children to spend less time engaged in meaningful interaction with adults and peers, and is increasingly defining children's identities. Based on the findings, it was suggested that teachers and administrators should make a concerted effort to work with parents on a continual basis and develop programs that require active parent participation in children's literacy development through reading and only selective television viewing at home. (Author/SD)

ED 427 856 PS 027 346

KIDS COUNT in Virginia: 1999 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 615p.; For 1998 edition, see ED 422 075.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Lunch Programs; Mortality Rate; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; Project Head Start; *Virginia

This Kids Count data book examines statewide trends in the well-being of Virginia's children. The statistical portrait is based on five general areas of children's well being: health, safety, education, families, and economic factors. Key indicators in these five areas include: (1) prenatal care rates; (2) low birthweight; (3) child deaths; (4) sexually transmitted disease rates; (5) psychiatric hospitalizations; (6) physical fitness; (7) child abuse and neglect; (8) teen violent deaths; (9) delinquency; (10) substance abuse rates; (11) weapons possession; (12) violent crime arrests; (13) standardized test results; (14) literacy rates; (15) school dropout rates; (16) per-pupil expenditures; (17) special education enrollment; (18) school suspension rates; (19) day care capacity; (20) Head Start enrollments; (21) number of births to teens; (22) number of births to single mothers; (23) out-of-home placements; (24) reduced lunch enrollees; (25) unemployment rates; and (26) average income. Following a brief profile of the state, special issues for Virginia's youth are addressed including homelessness, inadequate health coverage, single-parent families, immunization, motor vehicle injuries, and child the governmental role in preschool education and concludes that government should remain neutral with regard to the provision of such programs. The paper describes steps many states have taken to implement universal preschool programs, notes that 37 states fund prekindergarten programs, suggests that it is likely that mandatory attendance in such programs will appear in the near future, and discusses declines in student achievement since the 1960s. The report challenges the arguments of universal preschool supporters that there is a child-care crisis, that preschools will provide the environment necessary to promote healthy development that parents and many child care settings fail to provide, and that preschool can inoculate children against problems associated with poor and one-parent families. The report also critiques the Perry Preschool Project, the Abecedarian Project, and Head Start. It concludes that even the largest and best known early intervention program for low income children, Head Start, has been a failure, and that evidence shows that middle-class children gain little, if anything, from early education. In addition, the report maintains that it is irresponsible to expand public schools when so many schools fail to educate the children already enrolled. The report concludes that the government should remain neutral with regard to early intervention, neither subsidizing early intervention programs nor changing the tax code to favor stay-at-home parenting. (Contains 105 notes.) (KB)

ED 427 876 PS 027 373

One in Three: Trends, Challenges and Opportunities Facing
Hispanic Families in Arizona.
PUB DATE- 99
NOTE- 62p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Demography; Economically Disadvantaged; Employment Patterns; *Hispanic Americans; Low Income Groups
IDENTIFIERS- Access to Services; *Arizona; *Indicators

By the year 2025, one in every three Arizonans will be Hispanic. This report presents statistical information on the demographic profile of Arizona's Hispanic population, on Hispanics and employment trends, and on Hispanic access to services. The report also contains a discussion of action steps to help Hispanics strengthen their chances for success. Much of the data in the report indicate negative trends for Arizona's Hispanics. In 1990, Hispanic children were three times more likely to be poor than non-Hispanic White children. During the mid 1990s, 28 percent of Hispanic working families in Arizona were poor, compared to 10 percent of non-Hispanic White families. Although the employment rate for Hispanics in Arizona is higher than for White non-Hispanics, Hispanics have lower incomes compared to the statewide population. The Hispanic dropout rate is almost twice that of Whites; a relatively high proportion of Hispanics have no health care coverage and suffer from poor health; Hispanics have lower rates of citizenship and lower rates of English proficiency than other ethnic groups; and Hispanic teenagers are more likely to have babies than Arizona teens in general. The report recommends three strategies to address these problems: (1) promote healthy parenting and family stability before children start school; (2) help Hispanics achieve higher levels of education and

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Agency Cooperation; Change Strategies; *Child Development; Childhood Needs; Children; *Government Role; *Public Policy; *Research; Research Needs; Social Indicators
IDENTIFIERS- National Science and Technology Council; Public Private Partnership Programs; Service Providers

In 1996, under the coordination of the National Science and Technology Council's (NSTC) Children's Initiative subcommittee, 23 federal agencies involved in child and adolescent research programs came together to examine the federal investment in research focused on the biological, cognitive, and social development of America's children. This report provides starting points for the Federal Government over the next few years as it evaluates the research investments to be made on key issues affecting the health, education, and well-being of children and youth. The report urges strengthening the use of research findings to inform policy and program development and for establishing productive partnerships among public and private sectors. Following an executive summary and an overview, the report is organized into four sections. Section 1, "Snapshot of the Federal Research Portfolio," briefly describes the current federal investment in research on children and adolescents. Section II, "Gaps in the Knowledge Base: Examples of Research Opportunities," provides examples of research needs in understanding children's development, and a basis for establishing research priorities. Section III, "A Key Element of the Research Enterprise: Links to Policymakers and Service Providers," discusses the need for establishing stronger links among researchers, policymakers, and service providers to develop policies and programs that meet the needs of children and adolescents. The concluding section, "Next Steps: Options for Phase Two of the Children's Initiative," provides recommendations for building on the work of this first phase. Four appendices include a list of the Children's Initiative committee and staff; the methodology for assessing the federal investment in research; a 42-item bibliography; and examples of successful research-policy or research-linkages submitted by federal agencies. (HTH)

ED 427 895 PS 027 428

Manlove, Jennifer; Mariner, Carrie; Romano, Angela
Postponing Second Teen Births in the 1990s: Longitudinal Analyses of National Data.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Birth; *Early Parenthood; High Schools; Influences; Longitudinal Studies; Mothers; Prevention
IDENTIFIERS- *Second Births

A sample of high school-age mothers was followed from 1988 to 1994 in order to examine factors associated with having a second teen birth or closely spaced second teen birth. Factors associated with postponing a second teen birth included characteristics measured prior to the first birth, at the time of the first birth, and after the first birth. Analyses indicated the importance of engagement in postponing subsequent fertility. For example, teen mothers who were engaged in educational activities or (among older mothers) employment

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *American Indian Education; American Indians; *Child Welfare; Educational Environment; Elementary Secondary Education; *Empowerment; *Equal Education; Ethics; Federal Indian Relationship; Professional Education; Racial Bias; School Community Relationship; Social Action; *Social Work; *Social Workers
IDENTIFIERS- Oppression; *Professional Behavior; Social Justice

The mission of social work is to help people meet their basic needs and enhance their well-being. Through a strong empowerment orientation, the profession can aid people vulnerable to oppression as a result of racism, discrimination, and poverty. Social work can be a powerful force in advancing the practice of Indigenous education. Social workers and educators working together can use empowerment-oriented strategies to enable Indigenous people to influence educational decisions and practices that affect their lives. These strategies include building strong collaborative relationships with parents, teachers, students, and school administrators to increase their personal and political power; moving away from models that blame the student, family, or culture for Indigenous students' low academic achievement, high dropout rates, and nonconforming behavior; and overcoming oppressive structural aspects of school and community life that create disappointing outcomes for Indigenous children. Social workers and educators must acknowledge their professions' role in the painful legacy of boarding schools and mass removal of Indigenous children from their homes. Honest and meaningful dialogues with Indigenous peoples on this subject will promote respect for and validation of their narratives, survival, and experiences. Social workers can advance Indigenous education by assuming various roles: human services broker, teacher, counselor, staff developer, and social change agent. Social workers can use their understanding of social policy to analyze social problems and programs relevant to First Nations communities, and students of social work with field practicum experience in Indigenous communities can bring important cultural knowledge and understanding to schools. Contains 80 references and endnotes. (TD)

ED 427 912   RC 021 808

Pavel, D. Michael
American Indians and Alaska Natives in Higher Education: Promoting Access and Achievement.
PUB DATE- 99
NOTE- 21p.; Chapter 10 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Alaska Natives; *American Indian Education; *American Indians; *College Attendance; College Bound Students; College Preparation; College Students; Culturally Relevant Education; *Educational Attainment; Educational Environment; Higher Education; *School Holding Power; Student College Relationship; Tribally Controlled Education

This chapter draws on an extensive literature review to examine factors that influence the access and achievement of American Indians and Alaska Natives in higher education. American Indians are less likely to attend college than other U.S. ethnic groups. This underrepresentation is partly due to precollege attributes: low scores on college admissions tests, include: (1) establishing a solid working relationship with a local trail organization, state or local park, or state forest; (2) locating and securing a sufficient number of high quality trail tools (borrowing tools from agencies, buying the most needed tools over time, soliciting donations from local stores); (3) developing funding (avoiding costs, grant writing, fee-based workshops); (4) developing safety guidelines; and (5) staff training. Included is a general outline of the training requirements for apprentice leaders, assistant trip leaders, trip leaders, and trail crew instructors in Penn State's Outdoor Program. (SV)

ED 427 929 RC 021 848

Strang, William; von Glatz, Adrienne
Meeting the Needs of Migrant Students in Schoolwide Programs. Summary of the Congressionally Mandated Study of Migrant Student Participation in Schoolwide Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 31p.; For the complete technical report, see RC 021 849.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Delivery Systems; *Disadvantaged Schools; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Migrant Education; Needs Assessment; Parent Participation; Program Implementation; *School Funds; School Surveys; Student Characteristics; Supplementary Education; Tables (Data)
IDENTIFIERS- Migrant Education Program

Authorized in 1994, schoolwide programs are intended to enable high-poverty Title I schools to improve curriculum and instruction for all students without restricting services to only some students. Also part of Title I, the Migrant Education Program (MEP) supports supplemental instruction and support services for qualifying migrant children. In compliance with legislative mandate, a study examined the core issue of whether schoolwide program schools continue to meet the needs of migrant students. In 1996-97, about 2,770 public schools both implemented the schoolwide program option and enrolled migrant students at least part of the school year. These schools served an estimated 165,000 migrant students (about one-fifth of those eligible for MEP). About half were located in Texas or California, and a third were rural. The study surveyed a representative sample of 700 schools and conducted on-site case studies of 25 schools. This summary report discusses: (1) characteristics of schoolwide program schools and their migrant students; (2) needs assessment, achievement testing, and planning procedures used in schoolwide program schools; (3) educational and support services available to migrant students within their schools and from other programs, organizations, or agencies; (4) migrant parent involvement; and (5) schoolwide program funding and the use of MEP funds within the schoolwide program. Includes 10 data tables. (SV)

ED 427 930 RC 021 849

Siler, Amy; Stolzberg, Simeon; von Glatz, Adrienne; Strang, William
Meeting the Needs of Migrant Students in Schoolwide Programs. Technical Report of the Congressionally Mandated Study of

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Curriculum Development; Elementary Secondary Education; *Females; Learning Strategies; Multicultural Education; Problem Solving; *Science Education; *Sex Differences; *Teaching Methods

This book provides teachers with effective strategies to help encourage all students but particularly young women who are apprehensive about science. Sections include: (1) Identifying and Overcoming Barriers to Success; (2) Specific Tactics for Classroom Success; and (3) Classroom Activities. This monograph features creative activities in life science, biology, and advanced biology tailored for the classroom. Class and laboratory activities demonstrate how to implement the new philosophy of science education to create independent and self-assured problem solvers. Appendices include sample tests and an answer key. (Contains 52 references.) (CCM)

ED 427 950 SE 062 028

Rapoport, Alan I.
How Has the Field Mix of Academic R&D Changed? Issue Brief.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Budgets; Engineering; *Federal Government; *Financial Support; Higher Education; *Research and Development; Science Education; Sciences

This brief examines changes in research and development emphasis in the academic sector--which conducts roughly half of the nation's basic research--by analyzing shifts in the science and engineering field shares during the 1970s, 1980s, and 1990s. Both the shifting distribution of overall funds among science and engineering fields and the effects of these changes in terms of their impacts on the individual fields are discussed. Data is examined to determine whether major differences exist in the shifts in field shares for federal and nonfederal funds for academic research and development. (CCM)

ED 427 951 SE 062 042

Michigan Educational Assessment Program Grade 5 and 8: Science.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Education; Grade 5; Grade 8; *Science Education; *Science Tests; *Standardized Tests; *State Programs
IDENTIFIERS- Michigan

This document contains parts of the Michigan Educational Assessment Program (MEAP). Rubrics and released items are provided for four levels and areas of the test including high school, grade 5, grade 8, and graphing items. (CCM)

ED 427 952 SE 062 047

Rapoport, Alan I.
What Are the Sources of Funding for Academically Performed R&D?
PUB DATE- 98
NOTE- 6p.

Junior High School Students" (Bat-Sheva Ilany and Nurit Shmueli); (9) "The Role of Context in Collaboration in Mathematics" (Kathryn C. Irwin); (10) "Design and Evaluation on Teaching Unit: Focusing on the Process of Generalization" (Hideki Iwasaki, Takeshi Yamaguchi, and Kaori Tagashira); (11) "The Teaching-Research Dialectic in a Mathematics Course in Pakistan" (Barbara Jaworski and Elena Nardi); (12) "Characterizing Mathematics Teaching Using the Teaching Triad" (Barbara Jaworski and Despina Potari); (13) "The Mediation of Learning within a Dynamic Geometry Environment" (Keith Jones); (14) "Using Information Systems for Mathematical Problem-Solving: A New Philosophical Perspective" (C. Jotin Khisty and Lena Licon Khisty); (15) "Collaborative versus Individual Problem Solving: Entering Another's Universe of Thought" (Carolyn Kieran and Tommy Dreyfus); (16) "Increasing Teachers' Awareness of Students' Conceptions of Operations with Rational Numbers" (Ronith Klein, Ruthi Barkai, Dina Tirosh, and Pessia Tsamir); (17) "Inflexibility in Teachers' Ratio Conceptions" (Anat Klemer and Irit Peled); (18) "Preservice Teachers' Conceptions of Probability in Relation to Its History" (Hari Prasad Koirala); (19) "Team Teaching and Preservice Teachers' Classroom Practice with Innovative Methods of Instruction--The Case of Computers" (Bilha Kutscher); (20) "Professional Influences on Teachers' Perceptions of Teaching and Assessment in Mathematics" (Leonidas Kyriakides); (21) "Student Motivation and Attitudes in Learning College Mathematics through Interdisciplinary Courses" (Diana V. Lambdin and Rajee Amarasinghe); (22) "Algebra: Meaning through Modeling" (Susan J. Lamon); (23) "An Alternative Assessment: The Gutiemez, Jaime and Fortuny Technique" (Christine Lawrie); (24) "Who Persists with Mathematics at the Tertiary Level: A New Reality?" (Gilah C. Leder, Helen J. Forgasz, and Christine Brew); (25) "Re-Starting Algebra in High School: The Role of Systematic Thinking and of Representation Systems Command" (E. Lemut and S. Greco); (26) "In Pursuit of Practical Wisdom in Mathematics Education Research" (Frank K. Lester, Jr.); (27) "More Games for Integers" (Patricia Rosana Linardi and Roberto Ribeiro Baldino); (28) "Moments of Conflict and Moments of Conviction in Generalizing" (Liora Linchevski, Alwyn Olivier, Rolene Liebenberg, and Marlene Sasman); (29) "Students' Reasoning on Qualitative Changes in Ratio: A Comparison of Fraction and Division Representations" (Francis Lopez-Real); (30) "Non-Elementary Mathematics in a Work Setting" (Zlatan Magajna and John Monaghan); (31) "On the Difficulties of Visualization and Representation of 3D Objects in Middle School Teachers" (Nicolina A. Malara); (32) "From Drawing to Construction: Teachers' Mediation within the Cabri Environment" (M.A. Mariotti and M.G. Bartolini Bussi); (33) "'She Says We've Got to Think Back': Effective Folding Back for Growth in Understanding" (Lyndon Martin and Susan Pirie); (34) "Young Children's Beliefs about the Nature of Mathematics" (Andrea McDonough); (35) "Recognition of Angu

ED 427 972 SE 062 274

Olivier, Alwyn, Ed.; Newstead, Karen, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (22nd, Stellenbosch, South Africa, July 12-17, 1998.) Volume 4.
PUB DATE- 98
NOTE- 366p.; For volumes 1-3, see SE 062 271-273; for the 1998 conference, see ED 416 082-085.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

use of the school library media center, the neighborhood branch public library, the main library of Buffalo and Erie County Public Library (a research library), and the State University at Buffalo Undergraduate Library provided students with the opportunity to research, read, and participate in knowledge production. The paper includes instructional materials to teach primary document research, a letter written by Frederick Douglass, to "The New York Times" announcement of the Emancipation Proclamation, and a list of book titles from the State University at Buffalo's online catalog. A 48-item reading list on Emancipation Celebrations is attached. (BT)

ED 427 993 SO 029 445

Educating in Global Times: Race, Class, Gender (and Other Processes of Normalization). Graduate Student Research Conference Proceedings (Edmonton, Alberta, Canada, March 14-15, 1997.)
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Context; *Developing Nations; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Global Education; Higher Education; *Social Problems; Student Needs; Teacher Education
IDENTIFIERS- *Educational Issues

The 33 papers presented at this conference are, as follows: "Child Participation in an Everyday Adult Practice" (Andrew Brent Andressen); "Education for Sustainable Development in Southern Philippines" (Caridad Bernardino); "Distance Education and Instructional Technologies: Cultural Transmission or Cultural Erosion" (Judith Blanchette); "Domestic Slavery into the Twenty First Century: Filipino Domestic Workers in Canada" (Susan Brigham); "Teachings from the Oral Tradition and the Digital Pedagogy of Bricolage: 'Off the Page, on the Page, and into the Screen'" (Duane Burton); "Unmasking the Obscured Familiar" (Donna M. Chovanec); "Cultural Change: Courtship Crisis" (Jendju Collins); "Supermodels in the Rainforest (A Teacher out of His Tree)" (Jean-Claude Couture); "Collective Kitchens: Making Poverty, Gender, Participation and Cooperation Unproblematic" (Nora Fernandez); "Identities In/Formation: Surfacing the Subjugated Knowledges of Queer Youth" (Gloria E. A. Filax); "A Sense of Place: Legitimizing Social Categories through Environmental Discourse" (Lorelei Hanson); "The Post Secondary Institution of the Future: A Virtual Reality" (Judy Harrower); "Personal Construct Psychology and Teacher Education: From Pedagogy Past to Teacher Beliefs in Practice" (Tim Hopper); "Valiant Girls: The Reconstruction of Femininity" (Barbara Heather); "School Education in the Former Soviet Union" (Victoria Hritonenko); "The Use of Erik Erikson's Life Stages Theory in Deaf Education" (Pat Hughes; Michael Rodda); "Race and Education: Waking Up to the Smell of the Coffee" (Jenny Kelly); "Internal Supply Policy" (Sheri Long); "Woman as Genre" (Rebecca Luce-Kapler); "Fostering a Global Conscience through Student Social Justice Activism" (Darren Lund); "Workplace Ergonomics - Importance of Education and Training" (Rammohan V. Maikala); "Can 'Gender' Survive in the Age of Queers?: De-Normalizing the 'Normal,' De-Polarizing Gender'" (Sheryl McInnes); "Situating East Asians in Canadian Race Discourse" (Hijin Park); "Local Control of Education in a Global Environment" (Larry Phillips); "The Dutch Experience with 'Charter Schools'" (Annette Richardson); "The Concept of prescriptively. Basic cultural components include customs, collegial relationships, competency, and confidence. This study investigated whether or not school level has any relationship to cultural norms (for example, whether elementary schools have cultural norms different from junior high schools cultural norms). The intent was to provide disaggregated data by school level to reflect descriptive differences and similarities in the culture of schools as noted by levels. The study sample consisted of self-selected schools that desired to use the Cultural Analysis Questionnaire (CAQ) to describe their existing school culture for purposes of school improvement. Data were collected from three states (Oklahoma, South Dakota, and New Mexico) and represented 33 elementary schools, 10 junior high/middle schools, and 14 high schools. The study encounters distinct differences among the four clusters and respective norms for the three levels of schools examined. Results of t-tests performed on the data indicated that each of the organizations vary significantly from the one another. Data collected support contentions voiced throughout the years by educators who have indicated that high school teachers tend to be more isolated from their peers and may not share experiences with their colleagues. School administrators must be aware of areas of agreement and disagreement among staff members, and they must have data to help the organization accomplish the journey desired. Contains a table of cultural norms for schools, results of t-test analysis, and 15 referances. (BT)

ED 428 013   SO 029 617

Page, Michael S.
Outsiders on the Inside: The Cultural Acceptance of Minorities in a Mostly White Classroom. A Qualitative Study.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; Diversity (Student); Grade 7; Junior High Schools; Laboratory Schools; *Minority Group Children; *Student Behavior
IDENTIFIERS- *Acceptance; Communication Behavior; Louisiana; Research Suggestions

To investigate the interactional behaviors of minorities when placed in a mostly white educational setting, this study focused on examining the meaning held by particular students in regard to acceptance, inclusion, and invitation into a larger group, in this case, the seventh grade at a university laboratory school in Louisiana. Of the 28 students, five were judged to be minorities. Participant observations, unstructured interviews, member checks, key informants, survey responses, and photography were employed to gather the needed data. Analysis of the data indicated that the minority students appeared to maintain a certain "distance" from their white peers, with a few exceptions. This is not to say that the minority students "initiated" this process, or that they "prefer this distance." There are several indications that the minorities themselves have attempted to integrate with their white classmates. There was no tendency on the part of the white students to invite a minority student into a white social setting, nor was there an instance of "blooming friendships" with the publication of A Nation at Risk. (JH)

ED 428 032 SP 038 290

Highlights from the Second World Congress of Education International (2nd, Washington, DC, July 1998).
PUB DATE- 98
NOTE- 165p.; Papers presented at the World Congress of Education International (2nd, Washington, DC, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Labor; Children; Comprehensive School Health Education; Cultural Awareness; Educational Finance; *Educational Improvement; Elementary Secondary Education; Environment; Equal Education; Females; Feminism; Foreign Countries; Global Approach; Health Promotion; Higher Education; Homosexuality; Illiteracy; Indigenous Populations; Information Technology; Nuclear Warfare; Peace; Preschool Education; Preservice Teacher Education; *Public Education; Refugees; Teacher Salaries; Teaching Conditions; Teaching (Occupation); Vocational Education; War
IDENTIFIERS- Education International (Belgium); World Bank

The papers in this volume reflect the general theme of the conference, which includes issues that will shape the future of Education International and of education for decades to come. The first half of the publication includes speeches by the following individuals: (1) Mary Hatwood Futrell, President, Education International; (2) Sandra Feldman, President, American Federation of Teachers; (3) Bob Chase, President, National Education Association; (4) Bill Jordan, General Secretary, International Confederation of Free Trade Unions; (5) Katherine Hagen, Deputy Director-General, International Labor Office; (6) Federico Mayor, Director-General, UNESCO; (7) Fred van Leeuwen, General Secretary, Education International; (8) Hans Engelberts, General Secretary, Public Services International; (9) Gaston de la Haye, General Secretary, World Confederation of Teachers; (10) Maris O'Rourke, Director, Education Department, The World Bank; (11) John J. Sweeney, President, AFL-CIO; (12) Kofi A. Annan, Secretary General, United Nations; (13) Eadie Shanker, Widow of Al Shanker, Education International Founding President; (14) Shantha Sinha, Mamidipudi Vekatarangaiya Foundation (India), Albert Shanker International Education Award Recipient; and (15) Bill Clinton, President of the United States of America. The second half of the publication presents the text of the 36 resolutions passed by the Congress. (SM)

ED 428 033 SP 038 296

Kline, Melinda J.
Akron Perkins Normal School: An Institutional History, 1898-1931.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwest History of Education Society (34th, Chicago, IL, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Education; Higher Education; *Preservice Teacher Education; Public Schools; Schools of Education; *Teachers; Teaching (Occupation)
IDENTIFIERS- Akron Public Schools OH; *Normal Schools

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *College Faculty; Comparable Worth; Educational Change; Elementary Secondary Education; Equal Opportunities (Jobs); Higher Education; *Teachers; *Teaching (Occupation)

This book discusses why professors and precollege teachers are not viewed as members of the same profession. Through their work is essentially the same, their conditions, status, and pay differ vastly. Professors have more training, do more research, and are mostly men, while school teachers are mostly women. There is a gradual accretion of efforts by school teachers to take charge of their practice. Chapter 1 discusses differences in the two professions. Chapter 2 assesses U.S. teachers and schools using results from available tests. Chapters 3 and 4 analyze the essential acts of teaching and fundamental questions that all teachers must answer, entering classrooms in cities and suburbs, kindergartens through colleges, to show teachers struggling to master their craft. Chapter 5 examines the modern origins of teaching, presenting one teacher's story (1890-1920). Chapter 6 discusses reforming teaching in the midst of social crisis, presenting the story of a teacher in 1960-1990. Chapter 7 examines teachers' struggle to take charge of their practice, noting the story of one school system (1987-1997). Chapter 8 describes the progress of this revolution throughout the United States Chapter 9 discusses teaching in 2020, arguing that the second revolution will not succeed unless teachers convince the public that they have the will and capacity to make judgments about who is fit to teach and who should be dismissed for incompetence. (SM)

ED 428 052 SP 038 336

Riley, Richard W.
New Challenges, a New Resolve: Moving American Education into the 21st Century. The Sixth Annual State of American Education Speech.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; Labor Turnover; Preservice Teacher Education; *Public Education; Teacher Recruitment; Teacher Salaries; Teachers; Teaching (Occupation)

This speech by U.S. Secretary of Education Richard Riley discusses how education is improving as the country moves into the 21st century. Section 1 sums up the United States' history of giving millions of Americans the education so long denied to them (immigrants, minorities, individuals with disabilities, and women). Section 2 examines a new realism mixed with hope for the 21st century, explaining the country's current willingness to take an honest accounting of its situation; understanding of changes being experienced and challenges ahead; and resolve to overcome the challenges and offer all children a quality education. Section 3 discusses where U.S. education is today, explaining that new academic standards are being established in 48 states, and 2 states have raised standards at the local level. Section 4 discusses the importance of emphasizing the early years of childhood and the

44 endnotes.) (SM)

ED 428 070 SP 038 356

Improving Teaching in the Middle Grades: Higher Standards for Students Aren't Enough.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Early Adolescents; Educational Improvement; Faculty Development; Higher Education; Inservice Teacher Education; *Intermediate Grades; Junior High School Students; Junior High Schools; Knowledge Base for Teaching; Labor Turnover; Middle Schools; Preservice Teacher Education; *Secondary School Teachers; *Teacher Certification; *Teacher Competencies; Teacher Improvement; Teacher Qualifications; Teacher Recruitment
IDENTIFIERS- Teacher Knowledge

This report recommends that states raise their standards for entering a teacher education program and for earning a teaching license. This report links student achievement with how well teachers are prepared and the ongoing training they receive. It looks at teaching in the middle grades today, examining whether teachers have the content knowledge needed to teach their assigned classes, and noting that most states set the passing scores on teacher assessments so low that they offer little assurance of high quality teacher trainees. The report discusses what prospective teachers need to know in order to enter a teacher preparation program, discusses how states can attract the best and brightest to teaching careers, and describes how to improve teacher preparation for middle grades teaching. Following a discussion of how to improve teacher retention, renewal, and recertification, the report examines ways to support good teaching through continuous improvement, describes good professional development, and examines the climate for change. The report makes a series of recommendations for states and districts to consider as they focus on improving education in the middle grades. The recommendations include upgrading teachers' knowledge in specific subjects and improving their knowledge of young adolescents and how they learn best. (SM)

ED 428 071 SP 038 357

Hawk, Parmalee P.
A Comparison of Education and Non-Education Majors in General College Courses.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Education Majors; *Grade Point Average; Higher Education; Preservice Teacher Education

This study examined the perception that individuals who enter the teaching profession are less academically competent than are those who enter other fields of study. The study investigated

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Data Analysis; Educational Change; Elementary School Students; Information Dissemination; Intermediate Grades; Standardized Tests; *Standards; State Legislation; *Test Interpretation; Test Results
IDENTIFIERS- Box and Whisker Plots; *Graphic Representation; Iowa Tests of Basic Skills; Ohio Sixth Grade Proficiency Test; Scattergrams; Stem Leaf Plot

One of the consequences of Ohio's educational accountability efforts mandated under Ohio Senate Bill 55 (SB 55) and the traditional testing programs of Ohio school districts is the generation of huge amounts of data. In order for school-based educators to organize and explore these voluminous amounts of information, they need exposure to user-friendly data analysis techniques. Two particularly useful approaches developed by J. Tukey (1977) are stem-and-leaf plots and box-and-whisker plots. The first section of this paper shows how both these types of graphical representation can be used to help educators understand student test performance and the distribution of test scores. The second section shows how a scatter plot can be used to illustrate how fifth graders' 1995-1996 Iowa Tests of Basic Skills reading scores and the same students' 1996-1997 scores on the Ohio Sixth Grade Reading Proficiency Test can be segmented into intervals that indicate each student's relative chance of passing the Ohio Sixth Grade Proficiency Tests. The scatter plot also shows the probably impact that higher Ohio 1998-99 standards will have on students' ability to pass the sixth grade reading proficiency test. (Contains 4 tables, 10 figures, and 6 references.) (SLD)

ED 428 092 TM 029 493

Stallworth-Clark, Rosemarie; Cochran, Jeff; Scott, Janice S.
Text Anxiety and Effect of Anxiety-Reduction Training on Students' Performance on the Georgia Regents' Reading Exam.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, GA, November 12-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; Reading Tests; *Test Anxiety; Test Results; *Training
IDENTIFIERS- Georgia; *Georgia Regents Testing Program; Test Anxiety Inventory (Spielberger)

A review course (RTC) for the Georgia Board of Regents' Reading Test (GRT) is provided in most institutions in Georgia's university system to help students who have not passed the GRT before they have earned 50 cumulative semester hours. A study was conducted to determine how RTC students' levels of test anxiety, as measured by the Test Anxiety Inventory (TAI) (C. Spielberger, 1979) may affect their scores on the GRT, and whether anxiety-reduction training could improve the scores of anxious students. Of 90 RTC students, 79 completed the TAI pretest, 70 completed the TAI posttest, and 84 took the GRT. Rational Emotive Therapy (A. Ellis, 1962) was used in anxiety-reduction training. Although there were variations in student adherence to anxiety-reduction strategies, findings support the fiscal year 1997 financial statements, the Education Department's data from the National Student Loan Data System had not been validated, and SBA made errors in the reestimate it submitted for budget purposes. Specific problems found in the audits of each agency's financial statements are explained. Also included are recommendations for each agency, each agency's responses to the draft findings, and the General Accounting Office's final evaluations. (DB)

ED 427 641 HE 031 896

Exit Counseling Guide for Borrowers. William D. Ford Federal Direct Loan Program.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Loan Default; *Loan Repayment; Money Management; *Student Loan Programs; *Student Responsibility
IDENTIFIERS- *Federal Direct Student Loan Program

This guide is intended for students leaving school and therefore needing to plan for repayment of loans received through the William D. Ford Federal Direct Loan Program. The guide offers students guidelines for choosing a repayment plan, information about rights and responsibilities as a borrower under both subsidized and unsubsidized direct loan programs and direct consolidation loans, and guidelines for developing a workable budget. The main section offers basic facts about repaying direct loans and covers the following topics: when repayment must begin, interest rates, the different repayment plans, comparing and selecting repayment plans, consolidation loans, deferment, forbearance, loan discharge, and sources of loan repayment assistance. Following, brief sections focus on consequences of default, managing direct loan records, an information review, important things to find out from the school (such as how to obtain a financial aid transcript), and budgeting. A budget planning worksheet is included. Definitions for common terms related to direct loans are also provided, as are forms for borrower information and a rights and responsibilities summary checklist to be signed and submitted by the student. (DB)

ED 427 642 HE 031 897

Nettles, Michael T.; Perna, Laura W.; Freeman, Kimberley Edelin
Two Decades of Progress: African Americans Moving Forward in Higher Education.
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Access to Education; *Black Students; College Freshmen; Degrees (Academic); Educational History; *Educational Trends; *Enrollment Rate; Enrollment Trends; Graduate Study; Higher Education; Regional Characteristics; Statistical Data; Tables (Data); Trend Analysis; Undergraduate Study
IDENTIFIERS- *African Americans

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Awards; Feedback; *Gateway Systems; High Schools; Hypermedia; *Resource Materials; Scientific and Technical Information; *Secondary School Mathematics; *Secondary School Science; *World Wide Web
IDENTIFIERS- Cornell University NY; *Links (Indexing); *Web Sites

The Cornell University (New York) Cornell Theory Center (CTC), a national center for high performance computing, has created the award-winning Math and Science Gateway for grades 9-12 resources from the World Wide Web, organized in a fashion familiar to both educators and students, with links to resources in the areas of mathematics, computing, biology, chemistry, the earth, the ocean, the environment, meteorology, health, medicine, engineering, astronomy, and physics. The section for secondary school teachers contains information on curriculum, software for the classroom, and Internet access in the schools. The Gateway is updated frequently, with new materials being added and outdated information removed. From this successful initiative, other gateways are being designed by high school teachers. Topics discussed include K-12 education at CTC; a description of the Gateway; awards, feedback, and usage; maintenance of the Gateway; and the companion Gateway in Arts and Social Sciences. URLs for related Web sites are listed. (Author/DLS)

ED 427 662 IR 019 181

Hobbs, D. J.; Taylor, R. J.
The Impact on Education of the World Wide Web.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Computer Assisted Testing; Computer Managed Instruction; Computer Mediated Communication; Cooperative Learning; Courseware; Distance Education; Educational Technology; *Foreign Countries; Higher Education; Hypermedia; Information Technology; Multimedia Instruction; *Multimedia Materials; Podiatry; Role; *World Wide Web
IDENTIFIERS- Australia; Prototypes; *Technology Role; *Technology Utilization; United Kingdom; Virtual Classrooms

This paper describes a project which created a set of World Wide Web (WWW) pages documenting the state of the art in educational multimedia design; a prototype WWW-based multimedia teaching tool--a podiatry test using HTML forms, 24-bit color images and MPEG video--was also designed, developed, and evaluated. The project was conducted between sites in the United Kingdom and Australia, using the WWW and other Internet functionality to exchange and share information, giving valuable first-hand experience of the benefits and frustrations of online cooperation. Topics discussed include new Internet functionality; the WWW for research and information seeking; the WWW as teaching tool; the WWW as examiner; the WWW as an educational forum; the WWW in collaborative education; the multimedia based-teaching and assessment tool; and a case study discusses in detail the features of automatic creation of a virtual course space and one of the important pedagogical issues addressed in the MEDIT system--the course customization and views. The final section discusses implications of the distance education implemented and plans for future work. Four figures present screens of the course spaces, the semantic view in tree format, interface to access the semantic view, and private workspace creation. (Contains 11 references.) (Author/AEF)

ED 427 682 IR 019 233

Abraham, Thomas
The Interactive, Virtual Management Information Systems (MIS) Classroom: Creating an Active Learning Environment on the Internet.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Assignments; Business Administration Education; Comparative Analysis; *Computer Assisted Instruction; Computer Mediated Communication; Conventional Instruction; Cooperative Learning; Higher Education; Information Technology; *Instructional Design; Instructional Effectiveness; Instructional Materials; Interaction; Management Information Systems; Teaching Methods; *World Wide Web
IDENTIFIERS- Kean College of New Jersey; *Learning Environments; *Virtual Classrooms

This paper describes the creation of an active learning environment within an Internet-based course in the School of Business, Government and Technology at Kean University (New Jersey). The introductory Management Information Systems (MIS) course is an elective that has become increasingly popular with junior and senior business majors. The main objective of this class is to provide an overview of the field of information systems and to strengthen some of the computer skills developed in earlier, required classes. In the spring of 1998, one section of the course was taught as a partially Internet-based class. The challenge was to apply active learning strategies and other effective classroom practices to the virtual classroom. Course materials, posted on the World Wide Web, were designed to be interactive. E-mail was used extensively to promote discussion, participation, and feedback. Students conducted Webquests to facilitate individual assignments and a cooperative group assignment. They then created their own Web pages to present the results of the Webquest to the rest of the class. Students in this experimental section performed slightly better on the first test than students from another section taught in a conventional classroom setting. (Author/AEF)

ED 427 683 IR 019 234

Bollin, Andreas
Improving Lectures and Practical Classes in Using an Automatically Feedback System.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet,

section deals with micro level design, and focuses on the page/screen design issues of legibility, visibility, and recognizability. Basic typography is also discussed, and specific micro and macro level design guidelines for Web site and page layout are outlined. In the third section, detailed learner support strategies for Web sites are listed. Five figures list design guidelines for nodes and links, macro level design guidelines for Web site and page layout, micro level design guidelines for Web site and page layout, macro level learner support guidelines, and micro level learner support guidelines. (AEF)

ED 427 701 IR 019 252

Fenley, Sue
Navigational Patterns in Interactive Multimedia and Their Effect on Learning.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Computer Assisted Instruction; Computer Software Development; Design Preferences; Educational Research; Elementary Secondary Education; Foreign Countries; *Hypermedia; *Instructional Design; *Learning Strategies; Multimedia Instruction; *Multimedia Materials; *Navigation (Information Systems); Use Studies; User Needs (Information)

This research investigates the ways people learn from multimedia and how navigational patterns can be incorporated into the design structure. The paper begins with a discussion of present navigational research and then presents the results from the initial empirical work, including a pilot study of primary and secondary children using multimedia and a main study that looks at the ways adults use multimedia. A new classification for navigational patterns, developed from information in the initial study, is outlined. The following nine types of navigational patterns are described and compared with the work of other researchers: linear; linear extra; circular; star; star extra; hierarchical; hierarchical-extra; complex-chaotic; and complex-planned. The discussion then moves to learning strategy research. The following learning strategies developed from the research are linked to the navigational patterns and the work of other researchers: orientation; ordered/structured-linear, ordered/structured-circular; systematic/hierarchical; complex-random; and complex-planned. It is concluded that students have their own individual preferences in how they navigate through software and how they approach learning from it; benefits of multimedia include allowing a personalized pattern of work as well as the ability to progress at an individualized pace. (Contains 17 references.) (AEF)

ED 427 702 IR 019 253

Fenn, B.; Lennon, J.
Using a Recommender System and Hyperwave Attributes To Augment an Electronic Resource Library.
PUB DATE- 98

powerful environment to develop online training; students have the ability to access this training using a standard Web browser. Functionality of the Hyperwave server is extended by: (1) a Multimedia Editor, providing the capability for creating highly interactive learning elements with functionality that cannot be achieved in plain HTML format; (2) a Page Editor, providing a convenient way for authoring pages by means of reusing existing elements; and (2) a Structure Editor, providing a way to impose a navigable structure on top of existing collections of pages, thus creating a learning unit. Each of these components, described in detail in this paper, are based on a common tool, called "Tree View," that provides a unified access to a local drive or a Hyperwave server. Figures present diagrams of page template components, saving a learning unit to a Hyperwave server, and accessing a learning unit, as well as screens of activating a macro cell and editing a learning unit. (AEF)

ED 427 720   IR 019 271

McGreal, Rory
TeleCampus On-line Course Database.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Computer Assisted Instruction; *Course Descriptions; Courses; Database Design; *Databases; *Distance Education; Elementary Secondary Education; Foreign Countries; Global Approach; *Information Services; International Programs; Online Systems; Postsecondary Education; Training; World Wide Web
IDENTIFIERS- New Brunswick; *Online Courses; *Web Sites

The TeleCampus online database, a project of TeleEducation NB (New Brunswick), aims to be the world's leading World Wide Web site for students seeking information about online courses and programs and for educational institutions and training companies wishing to promote their offerings. It is a comprehensive multilingual database of courses and programs available worldwide on the Internet, including primary, secondary, community college, university, and specialized training courses. The database is limited to only those courses that can be taken fully online from anywhere in the world that has an Internet connection. An analysis of the available courses demonstrates that nearly 80% of these courses originate in the United States. More than 44% are at the university level, and fully 96% are in English. Sections of this paper present: (1) background on the TeleCampus initiative; (2) an online course and program taxonomy that includes courses with no or limited distance availability, correspondence courses, computer-mediated conferencing, and hypermedia on the Web; (3) database description; and (4) rationale, i.e., an analysis demonstrating the need for the TeleCampus database, as well as its sustainability and profitability. (Author/AEF)

ED 427 721   IR 019 272

Medcalf-Davenport, Neva Ann
Historical and Current Attitudes Toward and Uses of Educational

and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Distance Education; *Educational Change; *Educational Development; Futures (of Society); Higher Education; Universities; User Needs (Information)
IDENTIFIERS- Technology Integration; Technology Role; Virtual Classrooms

Consequences of the coming worldwide competition in courses, degree programs, and training, and what it may mean for higher education in the future are discussed. Traditionally, institutions of higher education had some security in what amounted to geographical monopolies corresponding to the physical campus location. The educational consumer is now becoming free from that constraint. This will probably mean the emergence of virtual organizations and serious survival concerns for those institutions and associated faculty that cannot adapt or compete in the new environment. The power of intelligent consumer feedback on courses, degree programs, and institutions, gathered on the Web and provided for the customer will be a major factor in the evolution of a truly free enterprise marketplace in learning. The key to the future is the incorporation of technology for group communications into regular classes and the movement of all university student services on to the networks. Contains 18 references. (Author/AEF)

ED 427 741 IR 019 292

Ullrich, Martha
Making the Move to On-Line Learning.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; Educational Change; Educational Environment; Educational Technology; Learner Controlled Instruction; Nontraditional Education; *Online Systems; *Student Role; *Teacher Role; Training; *World Wide Web
IDENTIFIERS- Technology Integration; *Technology Role

Change is a reality in today's workforce. With every new invention and growth in technology, businesses are forced to change. One of the changes businesses are making is the adoption of Web-based technology. This has greatly impacted the business of training. One of the biggest challenges the training industry is facing today is making the transition to Web-based and on-line learning. With this change in direction for training and education, the roles of the instructor and the student are also changing. Roles and responsibilities are becoming more ambiguous. This can lead to resistance. It is well documented that individuals and organizations resist change. In search of stability, it is natural for people to attempt to establish and maintain control over their discuss various issues related to technology integration in K-12 schools. Several chapters include case studies for illustration. The chapters are as follows: (1) "Technology for American Schools"; (2) "Can a Few PCS Make Socialism Work?"; (3) "Economic Benefits of Education Technology"; (4) "The Cost of Education Technology"; (5) "The Imperative of Teacher Training"; (6) "Can the Private Sector Solve the Problem?"; (7) "Can the Federal Government Take on This Task?"(including background and a chronology of the Telecommunications Act of 1996); (8) "State Funding for Technology"; (9) "Allocation and Implementation Issues"; and (10) a concluding chapter that refutes the top ten reasons not to put technology in schools. An appendix discusses a model to estimate gains in labor market productivity. Statistics are presented in 30 figures and tables throughout the text. (Contains 147 references.) (AEF)

ED 427 760   IR 019 413

Technology in Colorado Education. Strategic Plan 1994-2004.
PUB DATE- 94
NOTE- 9p.; Written by the Technology Priority Team of School District Representatives.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Finance; *Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; Information Networks; Mission Statements; School Districts; Statewide Planning; Telecommunications
IDENTIFIERS- *Colorado; Task Force Approach; Technology Integration; *Technology Plans; Vision Statements

This document states the vision for technology in Colorado education, lists requirements for accomplishing this vision, and specifies instructional, administrative, and networking needs. The following goals are then outlined with specific objectives for each goal: (1) technology should support curriculum and learning; (2) technology planning should be an ongoing process; (3) technology training should be ongoing and integral to all areas; (4) a support infrastructure must be created, strengthened, and maintained; (5) the State of Colorado should create, maintain, and support an effective statewide electronic network; (6) Colorado school districts should have management systems in place that facilitate electronic information transfer; (7) develop statewide politics for evaluation and purchasing of management hardware and software; and (8) funding for technology should be adequate, equitable and stable. The process used to write this plan is summarized; this process included an initial meeting of school districts, formation of task forces on administration, instruction, and networking to draft goals and objectives, and approval by the State Board of Education. Task force participants are listed. (AEF)

ED 427 761   IR 019 414

Lasarenko, Jane
Wired for Learning.
PUB DATE- 97
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

objectives; information through explanation and practical examples (case studies from existing digital reference services like AskERIC, the National Museum of American Art Reference Desk, NASA's Ask the Space Scientist, KidsConnect, and Ask Dr. Math); and opportunities for interaction (worksheets). The six core modules are: informing; planning; training; prototyping; contributing; and evaluating. Although listed in a linear fashion, the six steps can be completed out of order. Module summaries are included at the end of each chapter. A concluding chapter offers some final notes and a glimpse into the future of digital reference. Contains a glossary, AskA service directory, and AskA service blueprints. (AEF)

ED 427 780 IR 057 285

Spitzer, Kathleen L.; Eisenberg, Michael B.; Lowe, Carrie A.
Information Literacy: Essential Skills for the Information Age.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 349p.; Based on "Information Literacy in an Information Society: A Concept for the Information Age" by Christina S. Doyle (1994).
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Development; Educational Research; Elementary Secondary Education; Higher Education; History; *Information Literacy; *Information Skills; *Skill Development; Standards
IDENTIFIERS- ERIC; Information Society; National Education Goals 1990; National Goals; Secretarys Comm on Achieving Necessary Skills

This monograph traces the history and development of the term "information literacy." It examines the economic necessity of being information literate, and explores the research related to the concept. Included are reports on the National Educational Goals (1991) and on the report of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991). Also examined are recent revisions in national subject matter standards that imply a recognition of the process skills included in information literacy. The book outlines the impact information literacy has on K-12 and higher education, and provides examples of information literacy in various contexts. Appendices include: Information Literacy Standards for Student Learning (prepared by the American Association of School Librarians and the Association for Educational Communications and Technology); definitions of SCANS components; a chronology of the development of information literacy; correlation of information literacy skills with selected National Subject Matter Standards; Dalbotten's Correlation of Inquiry Skills to National Content Standards; and an explanation of rubrics and their application in standards education. Contains an extensive annotated ERIC (Educational Resources Information Center) bibliography and information about ERIC. (Author/AEF)

ED 427 781 IR 057 286

Dole, Patricia Pearl
Children's Books about Religion.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

college operation include: (1) the Environmental Protection Agency; (2) the Federal Emergency Management Authority; (3) the Seismic Safety Commission; (4) the California Compensation Insurance Fund; (5) the Social Security Administration; and (6) OccupationalSafety and Health. Based on this paper's review of the controls and mechanisms currently in place for oversight of and intervention in the local operations of the California Community College Districts, there are significant protections in place for the students served and the citizens of the state. (AS)

ED 427 800 JC 990 097

Mize, Rita M.
Full-Time Part-Time Faculty: A Proposal for Perspective.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjunct Faculty; *Administrative Policy; College Faculty; *Community Colleges; Faculty Workload; *Full Time Faculty; Legislation; *Part Time Faculty; School Personnel; Two Year Colleges
IDENTIFIERS- California Community Colleges; Community College League of California

During the 1998-99 fiscal year, the Chancellor of the California Community Colleges established a task force to consider issues regarding the hiring of part-time faculty to supplement core or full-time faculty. This policy paper examines the history and origins of the 75-25 ratio (states that 75% of credit instruction hours must be taught by full-time instructors), considers the research data on the effectiveness of full-time faculty, identifies the advantages and disadvantages of using part-time faculty, and proposes some possible modifications of laws and practice that would ensure the continued quality of community college education. The paper discusses the (1) California legislation from 1970 to 1998; (2) 1978-98 Board of Governors (BOG) agenda; (3) 1986 and 1987 Commission for Review of the Master Plan; (4) 1987 Joint Legislative Committee; (5) 1988 AACC Commission; (6) 1990 Western Association of Schools and Colleges; and (7) 1998 Chancellor's Consultation. Included are California and national data comparisons of full-/part-time faculty employment since 1975, research on the effectiveness of full- vs. part-time faculty, the advantages and disadvantages of part-time faculty, and recommendations for policymakers. Contains 22 references. (AS)

ED 427 801 JC 990 098

Reed, Lester W.
Northwest Center for Sustainable Resources: Student Success Data and Report. Volume I - Report and Volume II - Appendices.
PUB DATE- 99
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Ecology; Educational Assessment; Educational Improvement; Graduate Students; Natural Resources; *Outcomes of Education; Program Effectiveness; Program Evaluation; Statistical Data; Student Surveys; *Two Year College Students; Two Year Colleges

institutions, and explores how partnerships create new opportunities and challenges. The benefits of collaborative efforts for community colleges include: (1) furthering access and services to local constituents; (2) bridging secondary education and baccalaureate programs; and (3) promoting economic development. Many examples of different types of collaborations are given. Collaborations among local businesses, such as the Rural Community College Initiative, foster community partnerships and address local educational and employment barriers. The Bronx Corridor of Success Initiative links education and community development through collaboration among at-risk youths, the Bronx Community College (New York), and various community organizations. A collaboration between the New York University School of Education and eleven area community colleges is an example of a collaboration among educational institutions, created to improve transfer rates. Movement toward collaboration must be strategic and continuous. The goals of increasing access to higher education and enhancing community economic development continue to be the impetus that sustains these relationships between community colleges and external organizations. (AS)

ED 427 819   JC 990 122

Outcalt, Charles
Community College Honors Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Community Colleges; *Curriculum Development; *Honors Curriculum; *Institutional Mission; Program Effectiveness; Program Evaluation; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest describes community college honors programs with regard to their origins and goals, consistency with institutional missions, and effectiveness. Potential goals for honors programs at community colleges include: (1) providing advanced students an opportunity to learn more than they would in a non-honors curriculum; (2) retaining a higher proportion of academically motivated students and faculty; (3) achieving higher transfer rates with honors participants; (4) enhancing institutional image; and (5) developing stronger relationships with senior institutions as a result of the potentially enhanced transferability of honors students. Honors programs have been criticized for seeming to introduce a note of elitism into the egalitarian goal of community colleges to provide education for everyone. Despite this criticism, the incidences of honors programs at two-year colleges has increased to 36% in the past 4 years (from 25% in 1995). Conclusions on the effectiveness of honors programs are tentative, since there is a scarcity of empirical data. The digest suggests that honors programs assessments could be strengthened by integrating more data on outcome measures, such as post-community college academic and/or employment success, rather than focusing solely on student satisfaction and characteristics. These programs deserve further systematic, outcome-oriented study. (EMH)

Lowden, Frances Y.
Parents in Poverty Provide Positive Influences for Their Children: A Selected Literature Review.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; At Risk Persons; *Economically Disadvantaged; Family School Relationship; Intervention; Low Income Groups; Minority Groups; *Parent Child Relationship; *Parent Influence; Parent Participation; Parents as Teachers; Poverty
IDENTIFIERS- *Family Strengths

In contrast to research models that allude to the deficiencies of children whose parents are characterized as at-risk, this literature review focuses on the potential achievements of these children. The review attempts to heighten awareness of the efforts of researchers to provide a theoretical basis for advancing programs that foster a positive link between home and school; the review claims that research bolsters the idea that as their children's first teachers, all parents can prepare their children for successful academic achievement. The review discusses in detail several studies on low-income and at-risk parents' relationships with their children or adolescents and the effect of those relationships on the children's academic achievement. Studies reviewed include those investigating intervention programs or special factors associated with minority families. Examples of studies reviewed include Ira A. Gordon's Parent Education Project and the Verbal Interaction Project of Long Island, New York. The review concludes that effective families appear to exist and function in all socioeconomic and ethnic groups whose children are academically successful. The review includes several quotes designed to summarize and emphasize its contentions. (Contains 30 references.) (EV)

ED 427 839 PS 027 239

Pavao, Joyce Maguire
The Family of Adoption.
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescent Attitudes; Adolescents; *Adopted Children; *Adoption; *Adoptive Parents; *Biological Parents; Child Development; Child Welfare; Childhood Attitudes; *Developmental Stages; *Emotional Adjustment; Parent Attitudes; Parent Child Relationship

This book aims to provide a broad framework within which to think about adoption as a whole system, so that everyone involved will learn to feel some empathy for the other members of the adoption process. The book, written by a family and adoption therapist who was adopted as an infant, describes predictable developmental stages and challenges for all adopted people, organized by age level and drawing on real-life stories. Examples of stages and challenges include how and why daydreaming is a normal strategy for adoptees, how particular academic subjects may create pain for adopted children, and why poverty. The remainder and bulk of the report provides data, by county, of the key indicators for the years 1993 through 1997. (SD)

ED 427 857 PS 027 347

Beachum-Bilby, Sheila; Seymour, Liz; Krajewski, Fran
Making After School Count. 1998.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *After School Programs; At Risk Persons; Community Involvement; Community Role; *Community Services; Elementary Secondary Education; *Enrichment Activities; Partnerships in Education; *School Community Relationship

This document consists of the first two issues of a brief (usually 6-page) serial publication highlighting the Making After-School Count initiative, programs across the country wherein communities and schools cooperate to serve children after school hours. The June 1998 issue discusses a teleconference discussion with Vice President Al Gore to encourage school officials to participate in the program. Other articles describe the public/private partnerships that developed the Alliance Schools Initiative in Texas and the LA's BEST program in Los Angeles. The role of these programs in improving the academic performance of program participants and reducing risk behaviors by removing children from the streets is also discussed. The October 1998 issue discusses after-school programs in rural communities, provides a state-by-state chart of the percentage of school-age children with both parents working, and describes teenagers' responses to after-school programs, and a training program for community members to help establish or expand after-school and summer programs. (JPB)

ED 427 858 PS 027 348

Little, Loyd, Ed.
Early Developments, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 33p.; Normally published three times a year. Only two issues were published in 1998. For 1997 issues, see ED 424 945.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Child Health; Child Welfare; Cross Cultural Training; *Cultural Awareness; Disadvantaged Environment; Early Childhood Education; Early Experience; *Early Intervention; Foreign Countries; International Cooperation; International Educational Exchange; *International Programs; Latin Americans; Mental Retardation; Research Projects

This document consists of the two 1998 issues of a journal reporting new research in early child development conducted by the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. In the Spring 1998 issue, articles highlight the Center's diverse cross-cultural training; and (3) enhance Hispanics' access to services already available. (EV)

ED 427 877 PS 027 376

Dialogue on Early Childhood Science, Mathematics, and Technology Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 199p.; Document is based on papers commissioned for the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cognitive Development; *Learning Processes; *Mathematics Education; Preschool Children; *Preschool Education; Research Needs; *Science Education; *Technology Education
IDENTIFIERS- National Science Foundation; National Science Teachers Association

Educators, scholars, and researchers in the United States convened at the Forum on Early Childhood Science, Mathematics, and Technology Education to discuss how, when, and even if science, mathematics, and technology should be taught to prekindergarten children. The product of that forum, this book summarizes some of the latest thinking about early childhood science, mathematics, and technology education. Articles are organized into sections covering perspectives; learning context; first experiences in science, mathematics, and technology; and fostering high-quality programs. The articles are as follows: (1) "Early Childhood Education in Science, Mathematics, and Technology: An NSTA Perspective" (Fred Johnson--National Science Teachers Association); (2) "Toward a Research Agenda in Early Childhood Science, Mathematics, and Technology Education" (Alverna M. Champion--National Science Foundation); (3) "Making Sense of the World" (Shirley Malcom--American Association for the Advancement of Science); (4) "The Forum on Early Childhood Science, Mathematics, and Technology Education" (Jacqueline R. Johnson--Grand Valley State University, Allendale, Michigan); (5) "The State of Early Childhood Programs in America; Challenges for the New Millenium" (Barbara Day and Tracie Yarbrough--The University of North Carolina-Chapel Hill; (6) "Policy Implications for Math, Science, and Technology in Early Childhood Education" (Barbara T. Bowman--Erikson Institute); (7) "Concept Development in Preschool Children" (Susan A. Gelman--University of Michigan-Ann Arbor); (8) "Educating Young Children in Math, Science, and Technology" (David Elkind--Tufts University, Medford, Massachusetts); (9) "Science in Early Childhood: Developing and Acquiring Fundamental Concepts and Skills" (Karen K. Lind--University of Louisville, Kentucky); (10) "Early Childhood Mathematics" (Susan Sperry Smith--Cardinal Stritch University, Milwaukee, Wisconsin); (11) "Young Children and Technology" (Douglas Clements--SUNY-Buffalo, New York); (12) "Science Assessment in Early Childhood Programs" (Edward Chittenden and Jacqueline Jones--Educational Testing Service); (13) "Preparing Teachers of Young Learners: Professional Development of Early Childhood Teachers in Mathematics and Science" (Juanita V. Copley and Yolanda Padron--University of Houston, Texas); (14) "Partnerships among Families, Early Childhood Educators, and Communities To Promote Early Learning in Science, Mathematics, and Technology" (Heather B. Weiss--Harvard Family Research Project); and (15) "Playing Fair and Square: Issues of Equity activities, even part-time, were more like to postpone a second teen birth. Additionally, teen mothers who completed their GED or received a high school diploma were more likely to postpone a second teen birth. Interestingly, among the full sample of teen mothers, younger teens were more likely to have a second birth at any point; however, among the sub-sample of young teen mothers, the younger mothers were less likely to have a closely spaced second teen birth. (Contains 25 references, 1 figure, 5 tables and 2 tabled appendices that contain definitions, range, and means of variables by sample year.) (Author)

ED 427 896 PS 027 433

Darling, Nancy
Parenting Style and Its Correlates. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; *Child Development; *Child Rearing; Interpersonal Competence; *Parent Attitudes; *Parent Child Relationship; *Parent Influence; Parent Role; Parenting Skills; *Parents; Predictor Variables
IDENTIFIERS- Authoritative Parenting; Baumrind (Diana); Demanding Behavior; ERIC Digests; Parent Responsiveness; *Parenting Styles

One of the most robust approaches to researching parents' influence on children's social competence is the study of what has been called "parenting style." Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Categorizing parents according to whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved. Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Authoritative parenting, which balances clear, high parental demands with emotional responsiveness and recognition of child autonomy, is one of the most consistent family predictors of competence from early childhood through adolescence. (Contains 11 references.) (LPP)

ED 427 897 PS 027 700

America's Children: Key National Indicators of Well-Being. Federal Interagency Forum on Child and Family Statistics, 1999.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 124p.; For the 1998 edition, see ED 418 816.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Early Childhood Education; Employed Parents; Family Literacy; Health Insurance; Housing Needs; Infant Mortality; Limited English Speaking;

relatively low completion of high school core curriculum requirements, and failure to meet other college admissions criteria. Other, perhaps more important, influences on American Indian postsecondary access are school and environmental attributes: lack of qualified Native educators, lack of culturally relevant curriculum, poverty, and family problems. Once in college, American Indians are more likely than other students to attend a 2-year college and are underrepresented among those who have completed a bachelor's degree. Native graduation and persistence rates are also consistently lower than those of the general student population. To promote satisfactory transition from high school to college, governments and colleges must promote K-16 partnerships with tribal communities to elevate the overall level of precollege academic preparation and postsecondary aspirations of American Indian students. Culturally-specific academic and student support services, mentoring programs, and sufficient financial aid are needed once the student gets into college. Tribal colleges are exemplary in developing recruitment, retention, and supportive campus environments, and many non-Indian institutions have also strived to meet the needs of Native students and communities. Contains tables, and endnotes and 71 references. (TD)

ED 427 913 RC 021 809

Stein, Wayne, J.
Tribal Colleges: 1968-1998.
PUB DATE- 99
NOTE- 13p.; Chapter 11 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; College Role; *Colleges; *Culturally Relevant Education; Degrees (Academic); Educational Development; Federal Indian Relationship; *Financial Support; Higher Education; Institutional Characteristics; *Tribally Controlled Education; Trust Responsibility (Government)
IDENTIFIERS- *American Indian Higher Education Consortium; Tribally Controlled Comm Coll Assist Act 1978

From 1968 to 1998, the number of tribally controlled colleges in the United States grew to 31. Based on the community college model, they are the only colleges in the world to support and teach curricula, cultures, and languages of their Indian nations. Tribal colleges must work more closely than other institutions with the federal government to secure base funding, and they have become experts at engaging the federal system to ensure their continued existence. The American Indian Higher Education Consortium, the national organization of tribal colleges, was formed to limit tribal rivalries and to pursue members' goals through a united front. Its advocacy resulted in passage of the Tribal College Act, which established the federal government's obligation to fund tribal colleges (although authorized funding levels have never been realized). Underfunding is a chronic problem, and tribal colleges vigorously pursue funding from philanthropic and corporate organizations. Tribal college boards of trustees are nearly 100 percent American Indian, most administrators are Indian, most faculty are non-Indian, but dedication to the students and missions is pervasive. Curricula address tribal needs, ranging from 1-year vocational programs to 2-year associate degrees. Twenty-seven tribal colleges have gained

Migrant Student Participation in Schoolwide Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 288p.; For the summary report, see RC 021 848.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *Delivery Systems; *Disadvantaged Schools; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Migrant Education; Needs Assessment; Parent Participation; Program Implementation; *School Funds; School Surveys; Student Characteristics; Supplementary Education
IDENTIFIERS- Migrant Education Program

In response to a legislative mandate, this report examines the ways in which migrant students are served in schoolwide program schools and the involvement of migrant representatives and migrant program staff in the schoolwide process. A survey was sent to a nationally representative sample (696) of the 2,770 Title I schools that implemented the schoolwide program option and also served migrant students in 1996-97. Responses were received from 597 schools. Case studies were conducted in 25 schools. In summary, schoolwide programs appear to be addressing the needs of migrant students. Migrants participate fully in services provided by schoolwide programs and usually have access to additional services provided by the district migrant education program. However, significant gaps in migrant student data make it difficult to determine the extent to which schoolwide programs are actually meeting the needs of migrant students as a group. In addition, the case studies revealed reasons for not combining migrant funds with those from other sources. This report is organized as follows: (1) introductory descriptions of schoolwide programs, the Migrant Education Program, and the study; (2) characteristics of schoolwide program schools and their migrant students; (3) schoolwide planning and needs assessment; (4) migrant needs and services in schoolwide schools; (5) migrant parent involvement; and (6) schoolwide program funding. Extensive appendices present the study design, reports on individual case studies, supplementary data tables, and the survey questionnaire with summary response rates. (SV)

ED 427 931 RC 021 851

Irby, Brian
The Consolidation Battle of 1966 and the Creation of the Arkansas Rural Education Association.
SPONS. AGENCY- University of Central Arkansas, Conway.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Educational History; Educational Policy; Elementary Secondary Education; Mass Media Role; *Organizations (Groups); *Politics of Education; *Rural Schools; Rural Urban Differences; School Community Relationship; School District Autonomy; *School District Reorganization; *School Districts; Small Schools; State School District Relationship
IDENTIFIERS- *Arkansas

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Budgets; *Federal Government; *Financial Support; Higher Education; *Research and Development

Adequate financial support for research and development (R&D) activities at universities and colleges in the United States is essential for enabling academic researchers to perform world-class research. This brief focuses on the main sources of financial support for academic R&D and the changes that have taken place over the last two decades. Discussed are overall sources of support (Federal Government, institutional funds, state and local governments, industrial sector, other sources) and sources of support by science and engineering field. (CCM)

ED 427 953 SE 062 087

George, Yolanda S.; Van Horne, Virginia V.
Science Education Reform for All (SERA): A Look at How State Departments of Education Are Infusing Equity and Excellence into PreK-12 Systemic Reform.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; *Equal Education; Evaluation Methods; Females; Minority Groups; *Position Papers; Preschool Education; *Science Education
IDENTIFIERS- American Association for Advancement of Science; Florida; Michigan; South Dakota; *Systemic Educational Reform

This report reviews policies, practices, and strategies that state departments of education are using to infuse equity and excellence into their ongoing science, mathematics, and technology systemic reform efforts. Lessons learned and discussed are primarily from state departments of education in Florida, Michigan, and South Dakota. In addition, some information is gathered from other states that are participating in the National Science Foundation Statewide Systemic Initiative (SSI). some of the reform-related materials from Florida and South Dakota are appended. (DDR)

ED 427 954 SE 062 107

Learn about Seabirds. Teaching Packet, Grades 4-6.
PUB DATE- 95
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Biology; *Birds; *Educational Games; Environmental Education; Grade 4; Grade 5; Grade 6; Inquiry; Interdisciplinary Approach; Intermediate Grades; Knowledge Base for Teaching; *Marine Biology; *Science Activities; *Science Curriculum; Teaching Guides
IDENTIFIERS- Alaska

This teaching packet is designed to teach Alaskan students in grades 4-6 about Alaska's seabird populations, the worldwide significance of seabirds, and the environmental conditions to which seabirds are sensitive. The packet includes a curriculum

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Algebra; *Beliefs; Cultural Influences; Data Processing; Educational Change; Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; Fractions; Functions (Mathematics); Geometry; Knowledge Base for Teaching; Learning Theories; *Mathematics Education; Number Concepts; *Problem Solving; Proof (Mathematics); *Social Influences; Spatial Ability; Statistics; *Student Attitudes; Teacher Education; Thinking Skills

The fourth volume of this proceedings contains 29 full research reports continuing on from Volume 3, 84 short oral communications (abstracts only) and 34 poster presentations (abstracts only). The full papers include: (1) "Beliefs, Teacher Education and the History of Mathematics" (George N. Philippou and Constantinos Christou); (2) "Working Class Students and the Culture of Mathematics Classrooms in the UK" (Hilary Povey and Mark Boylan); (3) "The Co-ordination of Meanings for Randomness" (Dave Pratt and Richard Noss); (4) "Learning Obstacles in Differential Equations" (Chris L. Rasmussen); (5) "Images and Definitions for the Concept of Increasing/Decreasing Function" (Shakre Rasslan and Shlomo Vinner); (6) "Why Is Proof by Contradiction Difficult?" (David A. Reid and Joann Dobbin); (7) "Self-Efficacy Beliefs as Mediators in Math Learning: A Structural Model" (Martin Risnes); (8) "Teachers' Pedagogical Content Knowledge of Geometry" (Lynn Rossouw and Eddie Smith); (9) "Conviction, Explanation and Generic Examples" (Tim Rowland); (10) "Children's Multiplicative Problem-Solving Strategies in Real-World Situations" (Silke Ruwisch); (11) "National Tests: Educating Teachers about Their Children's Mathematical Thinking" (J.T. Ryan, J.S. Williams, and B.A. Doig); (12) "Patterns of Mathematical Misunderstanding Exhibited by Calculus Students in a Problem Solving Course" (Manuel Santos-Trigo); (13) "The Evolution of Mathematical Practices: How One First-Grade Classroom learned to measure." (Michelle Stephan and Paul Cobb); (14) "Conceptualizing Mathematics Teaching: The Role of Autonomy in Stimulating Teacher Reflection" (Peter Sullivan and Judith Mousley); (15) "Learning through Reflection with Mature, Low Attaining Students" (Malcolm Swan); (16) "Using Research into Children's Understanding of the Symmetry of Dice in Order to Develop a Model of How They Perceive the Concept of a Random ZGenerator" (John M. Truran); (17) "Students' Solutions of Inequalities" (Pessia Tsamir, Nava Almog, and Dina Tirosh); (18) "Do Equilateral Polygons Have Equal Angles?" (Pessia Tsamir, Dina Tirosh, and Ruth Stavy); (19) "Meaningfully Assembling Mathematical Pieces: An Account of a Teacher in Transition" (Ron Tzur, Martin A. Simon, Karen Heinz, and Margaret Kinzel); (20) "Research Methods of the 'North' Revisited from the 'South'" (Paola Valero and Renuka Vithal); (21) "An Experiment in Developing Proof through Pattern" (Sue Waring, Anthony Orton, and Tom Roper); (22) "What Makes a Mathematical Performance Noteworthy in Informal Teacher Assessment?" (Anne Watson); (23) "Participating in Learning Mathematics through Shared Local Practices" (Peter Winbourne and Anne Watson); (24) "Intuitive Counting Strategies of 5-6 year old Children within a Transformational Arithmetic Framework" (David Womack and Julian Williams); (25) "Differences in Teaching for Conceptual Understanding of Mathematics" (Terry Wood); (26) "Children's Beginning Knowledge of Numerals and Its Relationship to Their Knowledge of Number Words: An Exploratory, Observational Study" (Bob Wright); (27) "A Study of Argumentation in a Second-Grade Mathematics Classroom" (Erna Yackel); (28) "Teacher Perceptions, Learned Helplessness and Mathematics Achievement" (Shirley M. Yates);

Gradualness for a Sustainable Education" (Ahmad Sabetghadam); "'Are These the Muslined Pink Young Things to Whom We Vowed and Swore?': Addressing the Gendered Reader in the English Classroom" (Betty-Anne Schlender); "Political Science as Normalising Discourse" (Malinda S. Smith); "Teacher Education: Promoting Professional Identity" (Earl B. Stephanson); "Globalization: Friend or Foe?" (John Valentine); "Endangered Indigenous Languages" (Lynne Wiltse); "Communicative Language Teaching in China: An Analysis from a Cultural Perspective" (Ping Yang); and "Economic, Cultural, Political Significance of Market Women in Nigeria" (Adenike Yesufu). (BT)

ED 427 994 SO 029 446

Briton, Derek
The Teaching Imaginary: Collective Identity in the Global Age.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Graduate Student Research Conference (Edmonton, Alberta, Canada, March 14-15, 1997). For complete proceedings, see SO 029 445.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Intellectual Disciplines; Research Methodology; *Teacher Education; Teacher Educators; Teacher Role; *Teaching (Occupation)
IDENTIFIERS- Identity Crisis; Professional Community; Professional Concerns; *Professional Identity; *Psychoanalytic Criticism; Psychoanalytic Theory; Theoretical Orientation

This paper suggests that the institution of teacher education, stripped of its oppressive yet defining characteristics, is undergoing an identity crisis, a crisis that some teacher educators fear threatens the very core of teacher education. This paper draws upon central concepts from the psychoanalytic tradition and the work of several theorists including Castoriadis, Copjec, Lacan, Laclau and Mouffe, Lefort, and Zizek to explore this problem and outline a potential course of action to move beyond the impasse currently confronting progressive teacher education. As background, the paper points out that just as the members of most nations consider themselves part of "real," rather than "imaginary" communities, so too do teacher educators. It is from this implicit understanding that the desire for, and belief in, a concrete "identity" springs a distinctiveness that is most often sought in terms of invariable, and readily discernible, a priori features. In the case of teacher education, members of that community tend to identity themselves in relation to a clearly defined object of study, a distinct body of knowledge, and an exclusive register of practices; this desire is most readily evidenced in the relentless search for a research method and theory unique to teacher education, for a constitutive "Law." Contains 16 references. (BT)

ED 427 995 SO 029 447

Belcher El-Nahhas, Susan M.
Tips for Novice Researchers: Operational Difficulties Encountered in Underdeveloped Countries.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Graduate Students Research Conference (Edmonton, Alberta, Canada, March 14-15, 1997). For complete proceedings, see SO 029 445.
LANGUAGE- English

between students of separate races. Follow-up research needs to examine consider cross-grade factors and the teacher's role in race-related inclusion. (BT)

ED 428 014 SO 029 619

Reveron, Derek S.
Virtual Teaching Assistant: Understanding Internet Technologies and the Classroom.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Higher Education; Instructional Effectiveness; *Political Science; *Student Needs; Student Participation; Use Studies; *World Wide Web
IDENTIFIERS- *Newsgroups; Technology Integration; University of Illinois Chicago

This paper reports the results of using the World Wide Web and a newsgroup for two undergraduate political science courses over an eight-month period. The paper describes an educator's personal experiences with technology as an instructor of political science at the University of Illinois at Chicago (UIC). The paper examines two distinct questions: first, it explores the characteristics of the student body and how the characteristics influence classroom activities (to accommodate the special needs of the students at UIC on-line materials are necessary to serve as a "virtual teaching assistant"); and second, it explores the components of the "virtual teaching assistant" by explaining the use of these Internet technologies in the classroom. Specifically, the paper discusses the basic components of a web page, how the web page is maximized for classroom usage, and how students use the web in conjunction with the traditional classroom. Web statistics generated during the eight-month period provide empirical evidence for how students use the Web. Additionally, the paper evaluates the newsgroup usage as an alternative to classroom discussion. Contains 4 figures and 9 references. (BT)

ED 428 015 SO 029 620

White, Charles S.
From the Party/State to Multi-Ethnic Democracy: Education and Its Influence on Social Cohesion in the Europe and Central Asia Region.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economics; *Educational Policy; Educational Practices; *Foreign Countries; Political Issues; *Public Education; *Social Integration
IDENTIFIERS- Asia (Central); *Educational Issues; Europe; Historical Background; *Social Cohesion

In the last 6 years, 27 countries have emerged anew in Europe and Central Asia (ECA). Many countries have moved away from having a single political party manage the state and its economic apparatus. This paper aims to answer whether educational mechanisms can lower social tension and help achieve social

The preparation of elementary school teachers in the middle and late 19th century increasingly included city normal training schools. The city school board of Akron, Ohio, reflected this trend and established its own normal training school in 1898. This paper documents the preservice training of teachers within the city training school, the progression of the city normal school from its own teacher preparation program to university affiliation, the establishment of a teachers college, and the merging of the teacher college with Akron University. The paper shows that the preservice training of 19th-century school teachers in Akron, Ohio, progressed from teachers being awarded a diploma to teachers receiving a university degree. Akron teachers first earned diplomas through the city normal school, then progressed to attending the university Teachers College and earning a bachelor's or master's degree in elementary or secondary education. These changes, initiated by state mandates in teacher certification law, led to the creation of teacher preparatory programs administered by the city board of education and their university affiliate. Eventually, the dual administration of the teachers college by the city school board and university was dissolved, and the university assumed control over the teacher preparation program. (Contains 26 references.) (SM)

ED 428 034 SP 038 315

Hamil, Burnette
Hands-On Scientific Research: Conducting GLOBE Project Protocol Training in Oktibbeha County.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; *Environmental Education; *Faculty Development; Higher Education; Inservice Teacher Education; International Programs; *Internet; Preservice Teacher Education; Problem Solving; *Science Education; *Scientific Research; Teacher Improvement; Teachers
IDENTIFIERS- Mississippi

The Mississippi State Department of Education is conducting statewide technological upgrading of schools to allow for extensive student involvement. Teachers need professional development in this area, since they must be proficient in teaching problem-solving techniques and assessing student achievement using computer technology. One of the mechanisms currently addressing the need for strengthening student problem-solving skills through research and environmental awareness is GLOBE (Global Learning and Observations to Benefit the Environment), a hands-on international environmental science and education program which promotes heightened achievement in science and mathematics. Professional development is provided for teachers through environmental research and environmental science education programs. GLOBE is a worldwide network of teachers, students, and scientists collaborating to learn more about the environment and environmental research. GLOBE participants explore daily local changes in the earth's conditions, adding to the worldwide database. Teachers learn to lead student scientists in data collection and in sharing their basics of education, noting the need for parent participation. Section 5 discusses the need to create a democracy of excellence for the 21st century by providing new levels of accountability and raising achievement for all students. Section 6 describes how to reinvigorate the teaching profession. Section 7 discusses recruiting America's future teachers. Section 8 discusses preparing teachers for modern classrooms. Section 9 describes the need to retain, support, and reward teachers. Section 10 discusses how to spark creativity and innovation. (SM)

ED 428 053 SP 038 337

Lan, Jiang JoAnn
The Impact of Internet-Based Instruction on Teacher Education: The "Paradigm Shift."
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; *Internet; Teachers; Teaching Methods

This study incorporated Internet-based instruction into two education technology courses for preservice teachers. One was a required, undergraduate, beginning-level educational computing course. The other was a graduate, advanced-level computing course. The experiment incorporated Internet-based instruction into course delivery in order to create a new paradigm in teacher education and make instruction more relevant, responsive, and meaningful. Redesigned course features included online course syllabi; online resources (e.g., World Wide Web links and study guides); a virtual classroom; fewer lectures and more guidance for using the Internet to supplement reading assignments; and online discussions. The graduate course included control and experimental groups. The experimental group had 5-10 students with access to the Internet. It met with the entire class only 2-times during the term. Course assessment included pre- and post-surveys of students' self-reported change in understanding of the impact and value of technology, comparison between experimental and control groups, followup interviews with students, and students' electronic portfolios. Results indicated that the dynamics of learning shifted from teacher-centered, lecture-driven to learner-centered, self-regulated, and needs-driven. Learners developed high level cognitive skills, critical thinking skills, and interpersonal leadership and management skills. Technology enabled students to make active contributions to the construction of knowledge. The redesigned courses promoted cooperative learning and enabled immediate feedback from instructors. (Contains 19 references.) (SM)

ED 428 054 SP 038 338

Cole, Donna J.; Tomlin, James A.; Ryan, Charles W.; Sutton, Sherry
Linking Technology and Best Practice: PRAXIS Based Electronic Portfolios.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC,

differences in students' grade point averages (GPAs) and differences between GPAs earned in English, mathematics, social studies, and science by teacher education students and non-teacher education students. Data for the study came from 1,071 undergraduate teacher education students and 7,176 non-teacher education students enrolled at East Carolina University, North Carolina, in the Fall of 1991. The researcher grouped students by Scholastic Aptitude Test (SAT) scores using 50-point intervals and computed GPAs for each group by SAT interval. Analysis of the data indicated that students who chose teacher education as their major earned a significantly higher overall GPA in general college courses than did non-teacher education majors. Teacher education majors' GPAs were significantly higher in English, science, and mathematics, and there were no significant differences in GPAs in social studies. (Contains 1 table and 5 figures.) (SM)

ED 428 072 SP 038 358

Moursund, David; Bielefeldt, Talbot
Will New Teachers Be Prepared To Teach in a Digital Age? A National Survey on Information Technology in Teacher Education.
SPONS. AGENCY- Milken Family Foundation, Beverly Hills, CA.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; National Surveys; *Preservice Teacher Education; Questionnaires; Student Teachers; Teachers

This report describes a national survey of U.S. schools, colleges, and departments of education (SCDEs) to determine how they prepared new teachers to use information technology (IT) in their work. A 32-item survey had respondents rate their teacher- training institutions on coursework, faculty capacity and use of IT, facilities, field experience opportunities, and graduates' skills. A total of 416 institutions responded, or about one-third of U.S. SCDEs for 1997-98. Data analysis indicated that the technology infrastructure of education increased more quickly than SCDEs could incorporate new tools into teaching and learning. Faculty IT skills were comparable to student IT skills, but most faculty did not model IT skills in teaching. Distance education and computer-assisted instruction only affected small proportions of preservice teachers. Most programs did not have written, funded, current technology plans. Most institutions had IT available in K-12 classrooms for student teaching, but IT was not used routinely during field experiences. The number of hours of IT instruction integrated into other courses had a moderate correlation with other survey scores, but the number of hours of formal IT instruction did not. The integration factor (items that addressed graduates' classroom skills and actual use of IT during college training) was the best predictor of other survey scores. Two appendixes present the survey form and supplementary tables. (Contains 25 references.) (SM)

ED 428 073 SP 038 359

Silva, Diane Yendol
Cultivating an Inquiry Oriented Professional Development School:

proposition that anxiety-reduction training prior to the GRT facilitates improvement in test scores for anxious students. Pretest and posttest results showed that as anxiety rose, GRT scores declined. Anxiety-reduction training will be recommended for students with high anxiety about the GRT. An appendix contains the TAI. (Contains 3 tables and 11 references.) (SLD)

ED 428 093 TM 029 494

Moffett, David W.
Evaluating Supplemental Program Implementation through Measurements of Students' Critical Thinking Skills and Writing Ability.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Art Education; *Critical Thinking; Elementary School Students; Elementary Secondary Education; *Enrichment Activities; Pretests Posttests; Program Evaluation; Qualitative Research; Secondary School Students; Secondary School Teachers; Teachers; *Writing Ability; Writing Tests

An arts-based supplemental education program was evaluated qualitatively and quantitatively. It was hypothesized that this classroom program would cause gains in critical thinking skills, as measured through writing ability. The program provided 87 teachers in grades 3 through 12 with a classroom set of "Arts Indiana" magazine and an accompanying study guide. The qualitative study of teacher use of the resources and materials of the program identified teachers who were using the program effectively. About half of the program teachers agreed to participate in the quantitative part of the study, designed to evaluate students' critical thinking and writing skills. This study was completed in the context of a new state high school achievement test of writing. About 2,000 pretests were obtained after summer vacation before students participated in the supplemental program and about 1,700 posttests of student writing were also completed. Classwide losses in critical thinking skills were actually seen from pretest to posttest. Although the supplemental resource did not cause greater gains in critical thinking among its users, its effective use did reduce the classwide losses in students' critical thinking and writing experienced between the pretest and the posttest. Implications for teaching in general and for this program in particular are discussed. (Contains seven graphs.) (SLD)

ED 428 094 TM 029 495

Snelbecker, Glenn E.
Expectations about Instructional Theories and "Instructional Technology": Comments Regarding Six Instructional Theories.
PUB DATE- 98
NOTE- 13p.; Comments presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related documents, see TM 029 496-497.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- or White participants. (Contains 1 table and 38 references.) (Author/SLD)

This report presents findings of a study on the higher education progress of African Americans in the nation and by region, including both private and public sectors, two-year and four-year colleges and universities, historically black colleges and universities, and traditionally white institutions. Overall findings indicate steady progress by African Americans in gaining access to and achieving success in higher education, with the most rapid gains in the South. Specific findings are detailed in tables and text in chapters which address: (1) first-time full-time freshmen at four-year colleges and universities; (2) undergraduate enrollment at four-year colleges and universities; (3) community college enrollment; (4) academic preparation and readiness for college; (5) academic performance in college; (6) undergraduate persistence and graduation rates; (7) transfer rates; (8) associate degrees awarded; (9) bachelor's degrees awarded; (10) income attainment; (11) graduate and professional school enrollment; (12) master's degrees awarded; (13) doctoral degrees awarded; (14) first-professional degrees awarded; and (15) faculty. (DB)

ED 427 643   HE 031 898

de Bie, Marloes, Ed.; Derks, Bas, Ed.; Suikjer, Firiel, Ed.
Beyond Access. Diversity and Opportunity in Higher Education. Proceedings of the Annual European Access Network (EAN) Convention (5th, Amsterdam, The Netherlands, July 1-3, 1996).
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; *Access to Education; College Curriculum; Comparative Education; *Diversity (Student); Foreign Countries; Government School Relationship; Higher Education; International Education; Regional Characteristics; School Holding Power

This proceedings presents papers given at a 1996 European conference on access to higher education. Following two introductory papers are the following 13 plenary session papers: "A European Perspective" (James Wimberley); "An American Perspective--Diversity in American Higher Education and U.S. Federal Policy" (Tom Wolanin); "An Eastern European Perspective--New Study Patterns and Dropout in Estonian Higher Education" (Olav Aarna); "Non-Completion in European Higher Education: Report of a Survey Undertaken on Behalf of the Council of Europe's Project on Access to Higher Education" (Jean-Louis Moortgat); "An Examination of Federally Supported Retention Models in American Higher Education: The Policy and the Politics" (Arnold Mitchem); "Overcoming the Barriers" (John Lilipaly); "A Student Perspective" (Marieke Rietbergen); "Universities Working Together on Learning Environments which Meet the Needs of a Student Diversity" (Francien Wieringa); "Managing a Cosmopolitan University" (Geoffrey Copland); "Meeting Regional Needs for Higher Education in the Russian Federation" (Valentin Batukhtin); "Universities as Employers Achieving Diversity Among Staff" (Monica Armour); "Diversity, Employability and the Curriculum" (Peter Stewart); and "Diversity and the Labour Market: An Employer Perspective" (Fabienne van 't Kruijs). Part 3 presents work group and panel reports and conclusions. Part 4 includes the following 10 papers: "The Impact of Foundation Studies on the Retention Rates of Women" (Allen Barlow); "Don't Call It 'Drop-out': The Danger of the Discourse of Deficiency" (David Crosier and Maggie Woodrow); "Beyond Access: Curriculum Must Provide Both in distance learning and supervision. (Author/DLS)

ED 427 663 IR 019 182

Johnson, W. Lewis; Blake, Tyler; Shaw, Erin
Automated Management and Delivery of Distance Courseware.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Some figures may not reproduce clearly in the print version.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; *Computer Managed Instruction; Computer Mediated Communication; Computer Software Development; *Computer System Design; *Courseware; *Distance Education; Educational Technology; Higher Education; Information Technology; Instructional Design; Instructional Material Evaluation; Optical Data Disks; *World Wide Web
IDENTIFIERS- Authorware; University of Southern California; Virtual Classrooms

This paper describes a system called ANDES, designed for the management and delivery of distance education courses. ANDES enables students to study at home at their own pace, as well as interact with instructors and other students in virtual classrooms. It uses World Wide Web technology for transmission and delivery, with extensions relevant to distance education. It seamlessly integrates course materials on CD-ROM with materials that have been downloaded over the Internet. Student progress through the course is tracked automatically for evaluation purposes. A high-level authoring language supports rapid development of courseware materials. Custom interfaces for course instructors and administrators provide online views of student work and progress. Topics discussed include: (1) background on use of the Web for courseware delivery; (2) the structure of ANDES courses at the University of Southern California, based on principles of human factors design and applied learning theory--i.e., an emphasis on experiential learning, optional emphasis on mastery, promotion of a class identity through group communication, and variable control of course sequencing; (3) ANDES architecture, including the student mini-server, student workstation organization, and central server organization; (4) processing and communication details; (5) generating Web-based courseware materials; and (6) evaluation, including alpha test results. (Author/DLS)

ED 427 664 IR 019 183

Keiner, Judy
Real Audiences-Worldwide: A Case Study of the Impact of WWW Publication on a Child Writer's Development.
PUB DATE- 96
NOTE- 8p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Case Studies; *Childrens Writing, *Computer Mediated Communication; *Creative Writing;

and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; Computer System Design; *Computer Uses in Education; *Course Evaluation; Data Analysis; Evaluation Methods; Feedback; Foreign Countries; Higher Education; Instructional Effectiveness; *Instructional Improvement; Instructional Materials; Lecture Method; Questionnaires; *Student Evaluation of Teacher Performance; *Systems Development; World Wide Web
IDENTIFIERS- Austria; *Automated Feedback; Client Server Computing Systems; Java Programming Language; Object Oriented Programming

This paper presents a World Wide Web-based electronic feedback system for use in lectures and practical classes. The system is based on Java and provides a configurable feedback form, a managing tool for administrators, and a statistics viewer for presenting the generated statistical data in various ways. In addition, it generates a statistical history, which is an important instrument in comparing lectures and in tracing effects of improvements or alterations of the lecture. This paper shows how anonymity can be guaranteed to the user and outlines the resulting problems. It concludes with possible improvements to prepare the system for more general use. (Author/AEF)

ED 427 684 IR 019 235

Badue, Claudine; Vaz, Wesley; Albuquerque, Eduardo
Using an Automatic Retrieval System in the Web To Assist Co-operative Learning.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; *Computer System Design; Computer Uses in Education; Cooperative Learning; Foreign Countries; Higher Education; Indexing; *Information Retrieval; Information Seeking; *Information Systems; Keywords; Relevance (Information Retrieval); Semantics; User Needs (Information); *World Wide Web
IDENTIFIERS- Brazil; Filters; *Links (Indexing); *Search Engines

This paper presents an information agent and latent semantic-based indexing architecture to retrieve documents on the Internet. The system optimizes the search for documents in the Internet by automatically retrieving relevant links. The information used for the search can be obtained, for instance, from Internet browser caches and from grades of relevance manually informed. To leverage the scope of retrieved documents, the system makes use of existing indexing mechanisms. Returned documents are then filtered using Latent Semantic Indexing (LSI). In a co-operative environment, the proposed architecture provides for sharing of documents and grades among the group. The architecture has been used in a cooperative learning environment, where students share their browser caches and retrieved documents. The paper focuses on

NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Artificial Intelligence; Computer Software Development; Computer System Design; Cooperation; Electronic Libraries; Foreign Countries; Group Activities; Higher Education; *Hypermedia; Information Management; *Information Systems; Multimedia Materials; Online Systems; *Resource Materials; *User Needs (Information); Users (Information); *World Wide Web

IDENTIFIERS- Client Server Computing Systems; *Information Value; Interest Groups; Links (Indexing); Prototypes; University of Auckland (New Zealand); *Web Sites

There has been increasing interest over the past few years in systems that help users exchange recommendations about World Wide Web documents. Programs have ranged from those that rely totally on user pre-selection, to others that are based on artificial intelligence. This paper proposes a system that falls between these two extremes, providing distinct advantages over other existing systems since it utilizes the structure and attributes associated with Hyperwave documents. This recommender system, which also ensures integrity of external links through its underlying server environment, can enhance the knowledge base of learning associations and other intranet groups. Following an introduction to the context of the project and user participation, the paper briefly describes the features of the Hyperwave server, a document management system for large quantities of multimedia data that can be spread over multiple remote servers. The Simple Recommender System (SRS), prototyped at the University of Auckland (New Zealand), is then detailed, including client-server arrangements and features that support making and receiving recommendations. The issue of maintaining referential integrity within a library of recommendations is considered. (Author/AEF)

ED 427 703 IR 019 254

Harapnuik, Dwayne; Montgomerie, T. Craig; Torgerson, Carla
Costs of Developing and Delivering a Web-Based Instruction Course.

PUB DATE- 98

NOTE- 9p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Tables and figures may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; Comparative Analysis; *Computer Assisted Instruction; Computer Science Education; Conventional Instruction; Costs; Distance Education; Foreign Countries; Higher Education; *Instructional Development; Interaction; Tables (Data); Teaching Assistants; *Time Management; *World Wide Web

IDENTIFIERS- *Course Development; University of Alberta (Canada)

This paper describes "The Internet: Communicating, Accessing & Providing Information," a University of Alberta (Canada) credit course which is delivered over the Internet. The purpose of

Technology: A Work in Progress.
PUB DATE- 98
NOTE- 15p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Attitudes; Computer Literacy; Computer Uses in Education; Educational Trends; Elementary School Teachers; Elementary Secondary Education; Higher Education; Likert Scales; Questionnaires; School Districts; School Surveys; Secondary School Teachers; Student Surveys; Student Teachers; *Teacher Attitudes; Teacher Education; Teacher Surveys; Trend Analysis
IDENTIFIERS- Saint Marys University of San Antonio TX; *Technology Integration

Three surveys were used to ascertain the attitudes, beliefs, and preparation of in-service teachers, pre-service teachers, and student teachers regarding the uses and integration of technology into the classroom and curriculum in elementary, middle, and high schools in four school districts in San Antonio (Texas). Results of these surveys were compared with data gathered over the past 6 years as reported by pre-service teachers in the teacher certification program at St. Mary's University (Texas) and with research regarding national trends. Preliminary results show that very little has actually changed in the attitudes of teachers toward the uses of technology in the classroom. The computer is still viewed as the curriculum rather than as a tool for teaching the curriculum to students. There is still resistance and fear in the integration of anything new into the classroom and teachers do not recognize the usefulness or necessity of using technology for teaching and learning. The questionnaires are appended. (Author/AEF)

ED 427 722 IR 019 273

Molinari, Andrea; Colazzo, Luigi
A Web-Free Prototype for Distance Learning.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Mediated Communication; Computer Uses in Education; *Courseware; Distance Education; Educational Technology; *Hypermedia; Interaction; *Internet; *Material Development; Multimedia Instruction; *Multimedia Materials
IDENTIFIERS- *Interactive Systems; Prototypes; *Virtual Classrooms

This paper presents a prototype for the construction of interactive educational hypermedia that can be used on the Internet without being bound to typical World Wide Web protocols and tools. Its most innovative aspect is interactivity: it allows teachers and learners to remotely interact in real time in both a synchronous and asynchronous manner. Web-based educational material leaves the responsibility of navigation to the student. This prototype, environment. In this paper, the impact of role ambiguity, specifically that of instructor and student, on the change from instructor-led classroom training to on-line learning is explored. Contains 12 references. (Author)

ED 427 742 IR 019 293

Usrey, Michael W.
Enabling Technologies for Adult Distance Learners.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Computer Assisted Instruction; Continuing Education; Course Content; *Distance Education; Educational Change; Educational Technology; Instructional Improvement; Technological Advancement
IDENTIFIERS- Technology Role; University of Colorado

Adult education and distance education are two of the fastest growing segments of the education market. Technological and procedural improvements need to be focused concurrently on three domains: course delivery technologies, course/program administration and course content. Delivery technologies, such as satellite, CATV, CD and World Wide Web, are perhaps the most visible area of change. Administrative procedures can benefit from both process re-engineering and emerging technologies such as the World Wide Web, touch-tone, speech recognition and facsimile (fax). Improvements in course content have the potential to benefit both traditional and non-traditional students. The Lockheed Martin Engineering Management Program at the University of Colorado, which has grown over the span of a decade to serve on-campus, live video and videotape students across the country and around the world, serves as an example of both progress that is possible in these areas and of the improvement opportunities yet to exist. Contains 14 references. (Author/AEF)

ED 427 743 IR 019 294

Vantaggiato, Antonio
Automatic Exams and Course Administration on the Web.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; Computer Software Development; Courseware; *Distance Education; Expert Systems; Higher Education; Instructional Design; Instructional Materials; Material Development; Online Systems; Programming; *Test Construction; World Wide Web

This paper describes a system that provides faculty with automatic testing and grading online facilities, as well as course administration resources, using the World Wide Web as a common and ubiquitous interface. The system was built using the

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; Distance Education; Educational Technology; Elementary Secondary Education; English Instruction; Information Technology; Instructional Innovation; *Internet; Learning Activities; Listservs; Mathematics Instruction; Science Instruction; Social Studies; Student Projects; Teaching Methods
IDENTIFIERS- Gopher; Learning Environments; *Technology Integration; Telnet; USENET; Web Sites

This guide, intended for elementary and secondary teacher, explains how to teach with the latest Internet-based technologies. The guide offers variations and tips for adapting assignments to K-12 grade levels, as well as to a variety of disciplines such as English, social studies, math, and science. Organization of the guide is based on technologies, going from the simplest to the most complex. Technologies highlighted include: Internet basics; Telnet, Gopher, and text-only software; e-mail; listservs and USENET newsgroups; computer networks; chat technology; MOOs and MUDs; and the World Wide Web. Each chapter is divided into the following sections: a narrative that discusses the use of the technology in the classroom; a "how-to" section covering the software; an exercise section designed to help students master the technologies; and a project section that provides step-by-step instructions for starting and implementing major projects. The guide explores ways to implement cooperative learning strategies that aid learning, discovery, and problem solving; teach students to become collaborative authors on the Web; help students master a variety of computer technologies; and transform students into "active learners" with the latest distance-learning teaching methods. Appendixes include a glossary, directory of academic listservs and USENET groups, list of K-12 Web sites, and gallery of projects on the Web. (MES)

ED 427 762 IR 019 415

High, Robert V.
Some Variables in Relation to Students' Choice of Statistics Classes: Traditional versus Computer-Supported Instruction.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Students; Comparative Analysis; *Computer Assisted Instruction; Computer Software; Conventional Instruction; Higher Education; *Instructional Effectiveness; Instructional Materials; Introductory Courses; *Lecture Method; Mathematics Anxiety; Mathematics Instruction; *Statistics; Student Attitudes

This study explored differences between students studying introductory statistics in a strictly lecture type setting against those in an environment where the lectures are driven by computer software. A 20-item multiple-choice questionnaire was developed covering the main concepts of a first course in statistics. Included were questions on the concepts of random sampling, sampling distributions, interval estimation, hypothesis testing, and prediction using regression analysis. Two college classes in statistics that were taught without the use of statistical software (although they required the use of a calculator) and two classes of the same course where the

PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Buddhism; *Childrens Literature; Christianity; Fiction; Folk Culture; Islam; Islamic Culture; Judaism; Nonfiction; Picture Books; Poetry; *Reading Materials; *Religion; Religious Cultural Groups; Religious Holidays
IDENTIFIERS- Native Americans; Religious Denominations; *Religious Publications

Created to promote a mutual understanding and acceptance among various faiths and cultures throughout the world, this book is an annotated bibliography of religious children's books. It has almost 700 critical evaluations of books with distinct religious themes for children from preschool to middle school. Chapters are: (1) "Religion"; (2) "God"; (3) "Prayer"; (4) "The Bible"; (5) "The Old Testament/Hebrew Bible"; (6) "The New Testament and Jesus"; (7) "The Nativity Story and Christmas"; (8) "Christianity"; (9) "Christian Denominations and Churches"; (10) "Christian-Church History and Biography"; (11) "Judaism"; (12) "Jewish Holidays"; (13) "Native American Religions"; (14) "Buddhism"; (15) "Hinduism"; (16) "Islam"; and (17) "Other Religions." Topics include major religions, and African, Chinese, and Native American beliefs. Coverage ranges from age-appropriate reference materials to folktales, prose, poetry, plays, and picture books. Because the majority of publications concern Christianity and Judaism, these religions comprise the largest portion of the book. The Bible is discussed in a separate chapter, as are materials on a monotheistic god, comparative religion, and prayer. Holiday works are grouped within their respective faiths. Only books published after 1990 are covered in detail, but earlier titles of value are also noted. Contains author/title and subject index. (Author/AEF)

ED 427 782 IR 057 287

Sibley, Brenda Parris
Managing the Academic Library Cataloging Department in Changing Times: A State of the Art Bibliography.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; *Cataloging; Change; Continuing Education; Higher Education; *Journal Articles; Leadership; Librarians; Library Automation; *Library Catalogs; Library Development; *Library Personnel; Library Technical Processes; Paraprofessional Personnel; Professional Development; Professional Personnel; Staff Role; Technological Advancement

This paper presents an annotated bibliography of articles that provide information on managing the academic library cataloging department. Topics include: hiring tests for technical services support staff; changing roles for professional, paraprofessional staff and support staff; motivating and rewarding cataloging staff; a study of entry level catalogers; education for cataloging; the role of training in the reorganization of cataloging services; changes in staffing, functions, workstation setup, and personnel; managing change; leadership in the electronic age; continuing education; role-blurring and staff development; recruiting skilled workers; effective supervision; team cataloging; training for an upgrade; value added trend implications for library leaders; job satisfaction among support staff; and impact of automation on job qualifications for catalogers and reference librarians. (AEF)

IDENTIFIERS- Oregon State University

This report (Volume I), with accompanying appendices (Volume II), was developed as part of the Northwest Center for Sustainable Resources' (NCSR) efforts to upgrade the curriculum for natural resource technicians in associate degree programs. The primary purpose of revising the program was to increase technicians' knowledge and skills in mathematics, scientific procedures, analytical thinking, communications, and understanding concepts of ecosystem management. A major component of the program evaluation focused on determining the revised curriculum's success with students in the program and upon graduation. This report presents the data gathered through surveys of students, graduate students, and employers in relation to their natural resource education and the areas of NCSR program concentration. Volume I contains survey responses (n=149) from: (1) students, who reported that they find the programs within their academic ability, admitted they tend to take less math and science, and stressed the importance of ecosystem science in the programs; (2) graduates, who described limited mathematical and science preparation; and (3) employers, who stressed the importance of skills and knowledge. Volume II contains appendices A through G, which provide response rates, data and surveys from students, graduates and employers. (AS)

ED 427 802 JC 990 099

Sanlo, Ronni L., Ed.

Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators. The Greenwood Educator's Reference Collection.

PUB DATE- 98

NOTE- 446p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Educational Change; Educational Resources; Higher Education; *Homophobia; *Homosexuality; Lesbianism; *Sexual Identity; *Sexuality; *Student Needs

IDENTIFIERS- Transsexuals

This handbook is designed to guide faculty and administrators in working with lesbian, gay, bisexual, and transgendered (LGBT) college students. It brings together the varied viewpoints of people concerned with providing appropriate services to LGBT students on college campuses. The book's 42 chapters discuss topics of special interest for faculty and administrative decision makers and are divided into the following eleven sections: (1) Lesbian, Gay, Bisexual, and Transgender Students: Who Are They and What Do They Need?; (2) Special People/Special Places, providing insight into residence halls, library collections, and campus life; (3) Career Planning and Advising; (4) LGBT Health Issues on Campus; (5) LGBT Issues in Athletics; (6) The Faculty and the Classroom; (7) Administration and Policy; (8) LGBT Student Leadership and Organizations; (9) Programs and Possibilities; (10) Unique Institutions, including religious affiliations; and (11) Technology and the Lavender Web, which provides a resource of Websites and e-mail addresses. Each of the above chapters contains essays by authors whose perspectives vary according to gender, ethnicity, and age. Tables 1 through 16 include a model of Lesbian/Gay identity formation, role reversal exercises, heterosexism case

ED 427 820 JC 990 123

Ediger, Marlow
Improving English Instruction in the Community College.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *English Instruction; *English Teachers; Inservice Teacher Education; Instructional Development; Student Needs; Teacher Effectiveness; *Teacher Improvement; *Teacher Role; Teacher Student Relationship; Two Year Colleges

This article provides suggestions for improving community college English teachers' knowledge, skills, and attitudes toward teaching-learning situations. The author contends that, in order for a college English instructor to fully realize his or her optimal self and enhance the experience of the student, teachers should: (1) read professional literature in their subject matter and about the skill of teaching; (2) provide a stimulating learning environment consisting of critical and creative thinking activities; (3) interact with other instructors to develop the best curriculum possible; (4) attend state and national conventions pertaining to teaching English; (5) engage in team teaching; (6) plan a program of inservice education for the entire school year, which details and emphasizes specific goals the instructor wishes to attain; (7) conduct research as a plan of inservice growth; and (8) pursue an advanced degree at a nearby university. Appropriate means of implementing inservice programs and goals such as these need to be pursued so that community college students may experience the best curriculum possible in English. Contains 11 references. (AS)

ED 427 821 JC 990 124

Gaskin, Fred
Community College Transfer. Presentation to the Little Hoover Commission (Sacramento, CA, March 25, 1999).
PUB DATE- 99
NOTE- 18p.; Presentation to the Little Hoover Commission (Sacramento, CA, March 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College Role; *College Transfer Students; Community Colleges; Enrollment; Higher Education; Program Implementation; *Student Educational Objectives; Transfer Policy; *Transfer Rates (College)
IDENTIFIERS- *Cerritos College CA

This presentation discusses community college transfer and the Cerritos College (California) President's Emphasis on Transfer (PET) Task Force, a project committed to making Cerritos College a transfer-oriented institution. Among the goals PET has accomplished are: (1) creating the Scholars Honors Program, which sent three of its first six participants to major universities with $40,000 scholarships; (2) thinking of ways to remove the dichotomy between transfer requirements and A.A.

so many adopted adolescents experiment with the "wrong crowd." The book argues that all adoptive parents, as well as teachers and therapists and all those who work with children, must come to understand these developmental stages as normal for the adopted child. The book also covers the "birth rites" of both biological and adoptive parents: how adoption does not cure infertility, but childlessness; and healing rituals for birth parents who must give up the parenting of their child. The book's chapters are: (1) "Parental Rites: The Birth Parent"; (2) "Parental Rites: The Adoptive Parent"; (3) "The Adopted Child: Birth to Eight Years"; (4) "The Adopted Preadolescent (Eight to Twelve Years) and Early Adolescent (Twelve to Sixteen Years)"; (5) "The Adopted Adolescent and Young Adult"; (6) "Keeping Connections"; (7) "Epilogue: Adoption 2002." Includes a glossary of adoption terms. (EV)

ED 427 840 PS 027 277

Helm, Judy Harris; Beneke, Sallee; Steinheimer, Kathy
Teacher Materials for Documenting Young Children's Work: Using Windows on Learning.
PUB DATE- 98
NOTE- 49p.; For a "Windows on Learning" document, see ED 421 217.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Observation Techniques; *Documentation; Early Childhood Education; Evaluation Methods; Holistic Evaluation; Instructional Materials; Resource Materials; *Student Evaluation; Teaching Methods

This booklet is designed to help teachers begin documenting in the classroom and is a supplement to "Windows on Learning: Documenting Young Children's Work." In that book, three "windows" were used to provide a framework for thinking about documentation: a Window on a Child's Development, a Window on a Learning Experience, and a Window for Teacher Self-Reflection. This booklet contains lists, shortcuts, handouts, and forms developed with teachers learning to implement the "windows" approach to documentation in their classrooms. The booklet is organized into five parts. Part 1, "Preparation," provides information that teachers will need to get ready to document. Part 2, "Documentation," provides resources to guide the collection process, and Part 3, "Analysis," assists teachers in focusing reflection and discussion with colleagues. Part 4: "Presentation," provides many forms, samples, and guidelines for displaying documentation in a variety of ways. Part 5, "Using 'Windows on Learning' for Preservice, Inservice, and Graduate Courses," provides a framework for instructors to plan a course of study on documentation. (EV)

ED 427 841 PS 027 293

Kobal-Palcic, Darja; Musek, Janek
Self-Concept and Academic Achievement of Central and Western European Groups of Adolescents.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (San Diego, CA, February 26-March 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

projects and global research, training and technical assistance projects. This issue also reports on: the founding of the Step by Step childhood education program; a U.S./Russian collaborative project called "Special Education and Social Work Services for Children with Disabilities and Their Families"; collaborative research with European and Asian countries; the international collaborative Latino Families of Children with Mental Retardation project; the Partnerships for Inclusion program, which provides technical assistance to Hispanic communities in North Carolina; and a survey of public and private kindergarten teachers on children's transition into kindergarten. The Fall 1998 issue reports study findings on: the link between sleep behaviors and learning development in preterm infants; assessing health risks earlier; the role of poor nutrition in virus mutations; and strategies for dealing with ear infections in early childhood. Other articles report news of respiratory infections in child care settings and controlling diarrhea in out-of-home infant care. (JPB)

ED 427 859 PS 027 349

Bruton, Sheila, Ed.
Ready To Learn: Quality Preschools for California in the 21st Century. The Report of the Superintendent's Universal Preschool Task Force.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Change Strategies; *Disadvantaged Youth; Educational Development; Educational Improvement; *Educational Objectives; Preschool Children; *Preschool Education; Program Development; Welfare Services
IDENTIFIERS- California

In November 1997, recognizing the critical importance of preschool as a foundation for success both in school and in life, California's State Superintendent of Public Instruction convened a task force of distinguished educators, parents, researchers, and civic and business leaders from throughout the state to consider how to make preschool programs universally available within the next 10 years to all 3- and 4-year-olds whose families want this option. This report presents the findings and recommendations of the Universal Preschool Task Force, offering details and proposals for a comprehensive program. The report details six major recommendations: (1) offering universal preschool; (2) developing a master plan; (3) taking immediate action to phase in universal preschool; (4) raising program standards of preschool providers; (5) making universal preschool available in a variety of settings and coordinating programs with other services; and (6) committing funds for the long-term. The report's two appendices include the accreditation criteria and procedures of the National Association for the Education of Young Children, and the Child Development Permit Matrix. (JPB)

ED 427 860 PS 027 350

Devaney, Barbara; Stuart, Elizabeth
Eating Breakfast: Effects of the School Breakfast Program.
SPONS. AGENCY- Food and Nutrition Service (USDA), Washington, DC. Office of Analysis and Evaluation.
PUB DATE- 98

in Preschool Mathematics, Science, and Technology" (Rebecca S. New--University of New Hampshire). Each article contains references. The book concludes with lists of selected resources and of the forum attendees. (HTH)

ED 427 878 PS 027 377

Crombez, Mary Margaret, Ed.; Mangigian, Lisa, Ed.
Offspring, 1998.
PUB DATE- 98
NOTE- 65p.; Published twice a year. Photographs may not reproduce well. For earlier editions, see ED 390 559, ED 408 050, and ED 414 068.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; Childrens Writing; Dance; Disabilities; Early Intervention; Lead Poisoning; Nursery Rhymes; Parent Child Relationship; Parent Participation; Parent Teacher Cooperation; Parenting Skills; Periodicals; *Preschool Education; Preschool Teachers; Student Journals
IDENTIFIERS- *Cooperative Preschools

This document is comprised of the two 1998 issues of a magazine for parents, teachers, and others involved in cooperative nursery schools. The magazine is designed to provide a forum for views on dealing with young children, express a variety of ideas, promote the cooperative philosophy, and to enhance the relationships of those involved in cooperative nursery schools. The Spring 1998 issue contains the following articles: (1) "Adventures in Learning: An Interview with Nancy Weber" (Lisa Mangigian); (2) "If I Were To Start My Family Over Again" (John Drescher); (3) "When You Are Concerned about a Child's Development: Ideas for Parents and Children" (Mary Donegan); (4) "Remember Your Mother...Goose" (Lee Ann Teagan); and (5) "One Step Ahead: A Review of Readable Resources for Parents and Teachers" (Gretchen Geverdt). The Fall 1998 issue contains the following articles: (1) "Welcome to Co-op: Sharing Learning with the Whole Family" (Marjorie Kunz); (2) "Me at Home, Me at School: Using Journals with Preschoolers" (Sharon Elliott, John Nosowad, Phyllis Samuels); (3) "Becoming a Writer Naturally: Supporting Children's Writing Efforts" (Laurie Van Wormer); (4) "Dance Classes for Young Children...Much More Than a Pink Tutu" (Susan Filipiak); (5) "Lead Poisoning: The Silent Threat" (Debra Harvey); and (6) "Building Firm Foundations: Financing Your Child's Future" (Mary Crombez). (KB)

ED 427 879 PS 027 380

Edwards, C. Drew
How To Handle a Hard-to-Handle Kid: A Parents' Guide to Understanding and Changing Problem Behaviors.
PUB DATE- 99
NOTE- 228p.; "Foreword by Arthur D. Anastopoulos."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Change Strategies; *Child Rearing; *Discipline; *Parent Child Relationship; Parent Education; Parent Student Relationship; Parenting Skills; Peer Relationship; Sibling Relationship
IDENTIFIERS- Authoritative Parenting; Parenting Styles

Mortality Rate; National Surveys; Out of School Youth; Poverty; Prenatal Care; *Social Indicators; *Socioeconomic Status; Substance Abuse; Victims of Crime; Violence; *Well Being
IDENTIFIERS- *Indicators; *United States; Vaccination

This report presents nationwide data on the well-being of America's children. The statistical report is based on indicators of child well-being such as family income and mortality rates. The first part of the report, "Population and Family Characteristics," presents data that illustrate the changes that have taken place during the past few decades in six key demographic measures, including children as a proportion of the U.S. population, family structure, and difficulty speaking English. The second part of the report, "Indicators of Children's Well-Being," presents data on 26 key indicators in the following areas: (1) Economic Security, including family income, secure parental employment, housing, and access to health care; (2) Health, including activity limitation, infant and child mortality rates, and immunization rates; (3) Behavior and Social Environment, including substance abuse, and youth victims and perpetrators of serious violent crimes; (4) Education, including family reading to young children, and youth neither enrolled in school nor working; and (5) Special Features, which covers children who have difficulty performing everyday activities. For each background measure in the report's first section and for each indicator in the second section, three types of information are presented: a short statement about why the measure or indicator is important to understanding the condition of children, figures showing important facts about trends or population groups for each indicator, and highlights with information on current status, recent trends, and important differences by population groups noted. Two appendices contain detailed tables of data and data source descriptions. Among the findings, the report notes that the percentage of children living with two parents has remained stable since 1996, but there are large differences across racial and ethnic groups. Although the poverty rate of children has remained about the same since 1980, shifts in the proportion of children living in families with high income and those living in extreme poverty reflect a growing income disparity among children. While the mortality rate for almost all groups of children continues to fall, it has fallen most dramatically among black children, ages 1 to 4; this rate, however, remains almost twice the rate for whites. The number of youth who were victims of violent crime has declined since 1993, as have the number of juveniles as perpetrators of violent crimes. Preschool enrollment has increased among black, non-Hispanic children, and among children living in poverty. (HTH)

ED 427 898 RC 021 621

Rural Housing and Welfare Reform: HAC's 1997 Report on the State of the Nation's Rural Housing.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Family Income; Federal Legislation; *Housing; Housing Deficiencies; Low Income Groups; Poverty Areas; *Rural Areas; *Rural Family; Rural Urban Differences; Tables (Data);

full accreditation, four colleges offer 4-year baccalaureate programs, and others plan to expand to 4-year programs also. Tribal colleges and non-Indian colleges have cooperated well over the years. Contains endnotes. (TD)

ED 427 914 RC 021 810

Kidwell, Clara Sue
The Vanishing Indian Reappears in the College Curriculum.
PUB DATE- 99
NOTE- 23p.; Chapter 12 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Activism; American Indian History; American Indian Languages; American Indian Literature; *American Indian Studies; *College Curriculum; Cultural Maintenance; Culturally Relevant Education; Ethnography; Higher Education; *Interdisciplinary Approach; Politics of Education; *Scholarship; Stereotypes; Tribal Sovereignty
IDENTIFIERS- Ethnohistory; *Native American Studies

The first Native American studies programs, created in the rising political consciousness of the late 1960s and early 1970s, arose from a rejection of traditional curricula and challenged stereotypes of Indians and their history. During the 1980s, Native studies programs became vehicles to recruit and retain American Indian students, reflecting concerns over minority attrition rates and affirmative action. In the late 1980s and into the 1990s, the increasingly multicultural makeup of American society and the emerging global economy focused attention on multiculturalism and cultural diversity in college curricula. One of the most notable trends in Native American studies has been the emergence of tribal colleges fostered by the American Indian Higher Education Consortium. These colleges offer courses that play an important role in preserving tribal cultural identity. From political confrontation to affirmative action to multiculturalism, the presence of American Indians as both subjects of scholarship and scholars in their own right has created a new field of study that incorporates ideas such as tribal sovereignty, the relationship of cultural identity to land, the importance of culture in understanding the effects of first contacts between Europeans and Native Americans, the significance of Native languages as cognitive structures, and treaties and treaty rights. Several disciplines are involved, primarily anthropology, history, literary criticism, and legal studies. Native American studies has thus promoted a model of truly interdisciplinary learning. Contains endnotes and a bibliography. (TD)

ED 427 915 RC 021 811

Swisher, Karen Gayton; Tippeconnic, John W., III
Research To Support Improved Practice in Indian Education.
PUB DATE- 99
NOTE- 14p.; Chapter 13 in: "Next Steps: Research and Practice To Advance Indian Education"; see RC 021 798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Cultural Maintenance; *Culturally Relevant Education;

In 1966, the Arkansas Education Association (AEA) presented a plan to consolidate school districts by dissolving all school districts with less than 400 students. The proposal spawned an enormous debate, and opponents organized a political action committee named the Arkansas Rural Education Association (AREA). The issues involved were: (1) the proposal threatened local control of education; (2) rural communities could not thrive without their own school districts; (3) students would spend excessive time on buses; (4) the debt burden of consolidation was unbearable; and (5) forced consolidation was a desecration of the democratic process. When AEA argued that rural schools were costlier, AREA countered with the fact that the 129 small schools affected by the proposal cost $135,000 above the minimum funding formula while the 12 largest districts cost $730,000 above the formula. AEA's claim that rural schools could not adequately educate students was rebutted by the fact that small school districts only had 10 percent of the total school age population, yet provided over 10 percent of the honor students in higher education. AREA gave people with little experience in state politics a voice. By infusing the consolidation issue into every political race in the state, and by effectively using the media to get their message out, AREA resoundingly defeated the proposal. AREA has continued to provide rural citizens a vehicle for voicing the needs of rural educational systems. (TD)

ED 427 932 RC 021 859

Grysho, Kelly Miller
Dropout Rate Study: 1997-1998, 1996-1997, 1995-1996, 1994-1995. Annual Dropout Rates in Arizona Public Schools, Grades Seven through Twelve.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Counties; *Dropout Rate; *Dropouts; *Enrollment; Hispanic Americans; *School Districts; Secondary Education; *Secondary School Students; Secondary Schools; Sex Differences; Tables (Data); Whites
IDENTIFIERS- *Arizona

This report presents Arizona dropout statistics for 4 academic years, 1994-98. For each year, dropout rates are reported for grades 7-12 and are based on a calendar year running from the first day of summer recess through the last day of school. Most of the report consists of data tables that provide enrollment and dropout information for individual schools, school districts, and counties, and for the state categorized by grade, gender, and ethnicity. Enrollment and dropout rates are presented separately for grades 9-12 and grades 7-8. At the end of 1997-98, there were 376,675 Arizona students enrolled in grades 7-12, of which over 31,000 were reported as dropouts. The state dropout rate for grades 9-12 for the 4 years ranged from 11.5 to 12.8 percent. Males tended to drop out more frequently than females, and American Indian students had the highest dropout rates, followed by Hispanic students. An introduction includes the dropout data reporting requirement, definitions, and information on transfer documentation. (SV)

ED 427 933 RC 021 861

guide (containing a teacher's background story and 12 teaching activities), a separately published "Guide to Alaskan seabirds," an issue of a guide to Alaskan seabirds, Zoobooks seabirds magazine, and a full color poster promoting the protection of seabirds. The magazine issue and the poster are not included with ERIC's copy. Topics covered include seabird identification, food webs, population dynamics, predator/prey relationships, adaptations of seabirds to their habitats, traditional uses by people, and potential adverse impacts to seabirds and their habitats. The interdisciplinary activities are sequenced so that important concepts are built upon one another. In addition, schools requesting a workshop on this material receive a seabird slide set, a "Trashing the Oceans" video, and a NOAA marine debris information packet.(DDR)

ED 427 955 SE 062 108

Arctic-Nesting Shorebirds: Curriculum for Grades K-12. Teacher's Guide.
PUB DATE- 98
NOTE- 432p.; Some additional materials extend beyond Appendix E and are not identified in the Table of Contents.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Biology; *Birds; *Educational Games; Elementary Secondary Education; Inquiry; Knowledge Base for Teaching; *Marine Biology; *Science Activities; *Science Curriculum; Teaching Guides

This teaching guide focuses on Arctic-nesting shorebirds. The format of each section consists of background information, student activities, observation and research ideas, and key words. Basic information on how to use this curriculum and seven sections devoted to different aspects of Arctic-nesting shorebird life are provided. Sections cover topics such as general information about shorebirds, adaptations, habitat, nesting and breeding habits, migration, the shorebird sister schools program, field trips, and tying it all together. A bibliography and five appendices (A-E) contain shorebird coloring pages, build a shorebird card masters, advanced reading suggestions, advanced activities, shorebird field study card masters, and additional information on shorebird species. (DDR)

ED 427 956 SE 062 109

Doctoral Scientists and Engineers in the United States: 1995 Profile.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Doctoral Degrees; Employment Patterns; Engineering Education; *Engineers; Higher Education; Minority Groups; Population Trends; Postdoctoral Education; Professional Development; Science Education; *Scientists; Tables (Data)
IDENTIFIERS- Gender Gap; *Survey of Doctorate Recipients

This report profiles the demographic and employment characteristics of doctorate-level scientists and engineers in the United States. The data presented were collected through the 1995 Survey of Doctorate Recipients (SDR). The purpose of

(29) "Students' Understandings of the Role of Counter-Examples" (Orit Zaslavsky and Gila Ron). (ASK)

ED 427 973 SE 062 276

Wasserman, Pamela, Ed.
Earth Matters: Studies for Our Global Future. 2nd Edition.
PUB DATE- 98
NOTE- 224p.; For previous edition, see ED 354 161.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Critical Thinking; *Environmental Education; *Global Education; High Schools; Learning Activities; *Population Education; Secondary Education; Standards; Waste Disposal; Water Pollution; *Wildlife

This teacher's guide helps students explore the connection between human population growth and the well-being of the planet. Twelve readings and 34 activities introduce high school students to global society and environmental issues such as climate change, biodiversity loss, gender equality, economics, poverty, energy, wildlife endangerment, waste disposal, food and hunger, water resources, air pollution, deforestation, and population dynamics. Teaching strategies include role playing simulations, laboratory experiments, problem-solving challenges, and mathematical exercises, cooperative learning projects, research, and discussion. These activities were designed to develop a number of student skills including critical thinking, research, public speaking, writing, data collection and analysis, cooperation, decision making, creative problem solving, reading comprehension, conflict resolution and values clarification. Each chapter and activity can be used alone to illustrate points or be inserted into existing curriculum. Activity subject areas are listed along with a quick list reference of the summary of activities. A reference guide of activities linked to National Standards is also included. Contains suggested resources, including books, periodicals, audiovisuals, hardbooks and wall charts, software, and internet sites, for each topic area. (SJR)

ED 427 974 SE 062 278

Lightner, Stanley L.
A Comparison of the Effectiveness of Applied and Traditional Mathematics Curriculum.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Mathematical Applications; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Teaching Methods

This quasi-experimental study used the two group pretest/posttest design to investigate the comparison of the acquisition of mathematics skills between General Mathematics students and Applied Mathematics 1 students. In the 1994-1995 and the 1995-1996 school years the Generalizable Mathematics Skills Assessment was administered to General Mathematics and Applied Mathematics 1 students as both the pretest and posttest to measure the gain in generalizable mathematics skills. During

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Developing Nations; *Educational Research; *Field Studies; Foreign Countries; Personal Narratives; Qualitative Research; *Research Problems; *Social Science Research
IDENTIFIERS- *Egypt (Cairo); Researcher Role

This paper provides a general overview of the type of problems encountered in the field of research so that individuals who are contemplating conducting research in an underdeveloped country for the first time are better prepared, and hence, better able to complete their research. The paper recounts a female researcher's personal experiences in conducting field research in education and the social sciences. The research, in Egypt, was undertaken during 1993-1994. The paper advises that the researcher should be familiar with the culture he or she is working in or risk jeopardizing the research itself. It notes that the particular difficulties experienced by the researcher operating in Cairo, Egypt, fall under the following categories: communication; utilities; transportation; pollution; hygiene; disease and sanitation; access to, process of, and secrecy of bureaucracy; personal and national security; informed consent and other ethical considerations; and problems encountered by a lone woman. The paper then discusses the difficulties encountered in each category. (BT)

ED 427 996 SO 029 448

Evans, Judith Ellen
Organizational and Individual Responses to Educational Reforms in Alberta.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Graduate Students Research Conference (Edmonton, Alberta, Canada, March 14-15, 1997). For complete proceedings, see SO 029 445.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Research; Elementary Secondary Education; Foreign Countries; Interviews; *Outcomes of Education; Professional Personnel; Teacher Surveys
IDENTIFIERS- Administrator Surveys; Educational Impacts Model; Educational Issues; *New Public Management (Canada); Reform Efforts

Alberta's (Canada) recent educational reforms exhibit the characteristic elements of new public management (NPM), an international government reform trend that has emerged and grown over the past two decades. This paper describes a study undertaken to explore the impacts of the educational reforms on schools, including the behavior of school staff and parent "customers." Interviews with principals and teachers at three Edmonton (Alberta) schools hinted that the reforms may be having unanticipated impacts. These include increasing the gap in educational opportunities and outcomes between lower and higher income students and increasing the levels of principal and teacher stress. Additional "goal-free" evaluations of the educational reforms would help to establish the actual impacts of the reform and whether they are the same as the intended impacts. Contains 25 references. (Author/BT)

ED 427 997 SO 029 449

Connor, Kathleen M.

cohesion in these countries, and how these mechanisms are defined and measured. The paper also examines the experience to date with the social utility of education mechanisms. It briefly reviews concepts of institutional and organizational economics so that the economic implications of education's social cohesion functions can be understood. Origins of public schooling are reviewed to place the educational challenges in the ECA region in historical context. The paper reviews the experience to date in the ECA region in meeting the challenges of social cohesion and hence the economic development of the 27 nations in the region. Contains 13 notes, a bibliography, informational materials on the various countries, and the "National Core Curriculum" for Hungary. (BT)

ED 428 016 SO 029 621

White, Charles S.
Civic Participation in the Internet Age.
PUB DATE- 98
NOTE- 21p.; Paper presented at the International Conference on Engagement in Political and Civic Life: Citizenship in Twenty-First Century Democracies (Valley Forge, PA, October 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *Civics; *Democracy; *Internet; *Political Issues; Political Science; Social Studies
IDENTIFIERS- Citizens Groups; *Newsgroups; Technology Integration

Added to the mix in current discussion about the future of American democracy is the potentially revolutionary impact of new information technologies on civic life. This paper explores the claims for technology's ability to enhance civic participation, focusing particular attention on the Internet. The paper states that the claims are grounded, however, within the larger context of political theory--specifically, the tension between representative and direct forms of democracy. It addresses this context first, before considering politics on the Internet and discussing a 1998 K. A. Hill and J. E. Hughes study about Usenet political newsgroups. Contains 24 references and 3 appendixes: Appendix A contains data on Usenet Newsgroups; Appendix B contains Websites used in the 1998 study; and Appendix C lists addresses for "electronic democracy" websites. (BT)

ED 428 017 SO 029 639

Danzer, Gerald A., Ed.; Newman, Mark, Ed.
Community Portraits: County Atlases as Resources for Teaching U.S. History. Cartographic Traditions in American History.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 97
NOTE- 66p.; Layout and Design by Laura Pinsof and Margarita Sinclair.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Atlases; *Cartography; *Counties; Curriculum

findings with others worldwide via the Internet. GLOBE provides a technological base for student involvement in inquiry-based investigations. Its educational elements include: instructions for selecting local study sites, taking regular measurements, submitting data, participating in learning activities, using GLOBE systems on the Internet to communicate, and promoting student investigations. Teachers in Oktibbeha County received GLOBE training at Mississippi State University. Participants completed the Problem-Solving Inventory before and after the workshop and evaluated the GLOBE program. Results indicated they found it very helpful. (SM)

ED 428 035 SP 038 316

Key, Dana L.
Teacher Interns' Changing Perceptions during Internship.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Attitude Measures; Classroom Environment; Classroom Techniques; Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; *Internship Programs; Language Arts; Preservice Teacher Education; Reflective Teaching; *Student Teacher Attitudes; Student Teachers

This study described the internship of two English language arts interns, examining how their perceptions evolved during the 4.5-month, senior-year internship. The study investigated how the internship affected their perceptions of and beliefs about (1) themselves as teachers, (2) teacher professionalism, (3) their effectiveness as change agents, and (4) opportunities for practicing effective strategies and pedagogical skills. The study examined the impact of the school climate and classroom environment on interns' perceptions of teaching and effective practice, preconceived beliefs about the internship experience versus the actual experience, effect of cooperating teachers on the internship program, and opportunities to practice effective strategies and pedagogical skills. Data collection included extensive interviews, document analysis, field notes, interns' reflective daily journals, and classroom observations. Results indicated that school climate and classroom atmosphere significantly impacted interns' perceptions of effective teaching. Both interns had difficulty with relaxed attitudes toward discipline and classroom management. Interns' preconceived beliefs about the internship experience were in contrast to the actual experience. Cooperating teachers had a great impact on interns' becoming reflective practitioners and on their perceptions of best classroom practice. Interns were frustrated and confused by a perceived lack of commitment by cooperating teachers to help them define and polish problematic areas. Opportunities for practicing effective strategies and learning pedagogical skills were limited. (Contains 28 references.) (SM)

ED 428 036 SP 038 318

Meyer, Tom; Achinstein, Betty
Collaborative Inquiry among Novice Teachers as Professional Development: Sustaining Habits of Heart and Mind.

February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Field Experience Programs; Higher Education; *Internship Programs; *Portfolios (Background Materials); Preservice Teacher Education; Public Schools; Student Teachers
IDENTIFIERS- Electronic Media; *Praxis Series

This paper describes the professional experiences of teacher education interns at Wright State University in Ohio, who entered the field from prior professions or training. The paper addresses the use of Praxis III/Pathwise in the training and orientation of both Professional Educator Program (PEP) interns and professional clinical faculty mentoring the students in an urban setting. PEP participants were postbaccalaureate students who practiced the art and science of teaching in a clinical environment, beginning the summer prior to and concluding the summer following the school year. The 15-month immersion program compressed the traditional 3 years of training into a full-time internship. In addition to mastering professional competence, job stress, student conflict, and family and personal pressures, interns had to master the Praxis III Domains and Criteria, demonstrating the 19 criteria via an electronic portfolio. Evidence indicates that the PEP program was dynamic and enriching for beginning practitioners. Their Praxis-based electronic portfolios demonstrate teaching proficiency in the four crucial domains and visually display their commitment and ability to teach and make a difference in students' lives. (Contains 20 references.) (SM)

ED 428 055 SP 038 339

Gmelch, Walter H.; Wolverton, Mimi; Wolverton, Marvin L.
The Education Dean's Search for Balance.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; Administrator Behavior; *Administrator Characteristics; *Administrator Role; Higher Education; Leadership Qualities; Leadership Styles; Sex Differences; Stress Variables

This study examined who deans of education were, where they worked, how they defined roles and responsibilities, what unique challenges faced female deans, how deans characterized their leadership style, what stressors impacted their ability to be effective, and how they maintained balance between scholarship and leadership and between professional and personal pressures. Data came from the Center for the Study of Academic Leadership national survey of U.S. academic deans. In 1996-97, deans from 360 institutions completed a mailed survey, the National Study of Academic Deans in Higher Education. Results indicated that deans were predominantly male, white, and over age 50. They were most likely to use the assistant dean, associate dean, or assistant to the dean positions as the positions preceding deanship. Most were from public colleges and universities. Tasks they considered most important included

The Mentor Teachers' Experience at Mountainside Elementary School.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Association of Teacher Educators (Chicago, IL, February 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Elementary School Teachers; Higher Education; *Mentors; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; Student Teaching; Teacher Collaboration; Teacher Researchers; *Teacher Role

This study examined the work of six mentor teachers participating in an elementary-level Professional Development School (PDS). Over 18 months, the researcher collected qualitative data using a descriptive case study method. Data collection included journal entries written by mentors and interns, field notes, interviews, e-mail, meeting minutes, and transcripts from PDS meetings. The unit of analysis was the mentor teacher who worked within the newly formed PDS. Each teacher participated in two or three semi-structured interviews focusing on biographical information, experiences as a mentor in the PDS, and problems and possibilities for the PDS. Data analysis investigated three overlapping phases of teacher work toward a PDS (conceptualization, teacher as teacher educator, and teacher as researcher). Results suggest that in the conceptualization phase, teachers were not committed to the renewal piece of the vision, were not always comfortable using their voices, and valued and protected their comfortable ways of doing business. In the teacher as teacher educator phase, teachers' work changed in meaningful ways as they incorporated interns into the classroom. Teachers grew professionally as they dialogued with interns and assumed the role of teacher educator. In the final phase, researchers are still trying to determine how inquiry will be appraised by teachers and whether inquiry will eventually become part of what they do as teachers and teacher educators. (Contains 25 references.) (SM)

ED 428 074 TM 029 405

Bullard, Beverly
Teacher Self-Evaluation.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Action Research; Career Development; Educational Improvement; Elementary Secondary Education; Journal Writing; Literature Reviews; *Peer Evaluation; *Portfolio Assessment; *Professional Development; *Self Evaluation (Individuals); Story Telling; *Teacher Evaluation
IDENTIFIERS- *Reflective Practice

Several methods by which teachers are able to make a useful assessment of their own instruction and prescribe improvements for their own teaching are described. The literature on these

(C,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; *Educational Technology; *Educational Theories; Expectation; *Instructional Design; Learning; Teaching Methods
IDENTIFIERS- *Instructional Theory

Some comments are provided about challenges facing the "instructional theory community," and specific remarks are made about papers presented at a session on expectations about instructional theory at the 1998 annual meeting of the American Educational Research Association (AERA) (Session 2). An area of particular interest is that of instructional technology and the related challenges of using instructional theory to design instructional technology applications. Some ideas gained from conference presentations on instructional theory are discussed and some of the issues detected while reviewing papers on instructional theory are explored. The following presentations are reviewed: (1) "Designing Instruction for Meaningful Learning, Designing Instruction for Constructivist Learning" (Richard E. Mayer); (2) "Teaching and Learning for Understanding" (David M. Perkins and Chris Unger) (paper not actually presented at the AERA meeting); (3) "Cognitive Flexibility Theory as a Basis for Instructional Design: Technologies for Advanced Learning in Complex Domains" (Rand J. Spiro, Paul J. Feltovich, and Richard L. Coulson); (4) "Instructional Design Based on Knowledge Objects" (M. David Merrill); (5) "Self Science: Approach to Emotional Education" (Karen Stone); and (6) "The Elaboration Theory: Guidance for Scope and Sequence Decisions" (Charles M. Reigeluth). (SLD)

ED 428 095 TM 029 496

Snelbecker, Glenn E.
Historical Perspective, and Critique of Five Instructional Theories.
PUB DATE- 98
NOTE- 11p.; Comments presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related documents, see TM 029 495-497.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- or White participants. (Contains 1 table and 38 references.) (Author/SLD)
(C,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Attitudes; Conferences; Cooperative Learning; *Educational History; *Educational Theories; Expectation; *Instructional Design; Learning; Teaching Methods
IDENTIFIERS- *Instructional Theory; Self Regulated Learning

A historical perspective is provided of instructional theories, and some comments are presented on five papers from a session of the 1998 annual meeting of the American Educational Research Association (AERA). There is a large array of contemporary instructional design theories and models, and the number of theories is increasing. Some ways of looking at instructional theories in this era of theory proliferation are discussed. Some ideas and issues related to the following session presentations are explored: (1) "Simulated Apprenticeship: The Goal Based Scenario" (Roger C. Shank, Tamara R. Berman, and Kimberli Macpherson); (2) "Learning Communities in Classrooms: A Reconceptualization of Educational Practice" (Katerine Bielaczyc and Allan Collins); (3) "A Design Theory for Classroom Instruction in Self-Regulated Learning" (Lyn Corno and Judy Randi); (4) "Collaborative Group Problem Solving: Learning Together" (Laurie Miller Nelson); and (5) "Structured Design for Attitudinal Instruction" (Thomas F. Kamradt and the Course and Compass to an Effective Career Route" (Pamela Houghton); "Career Identity as a Form of Empowerment" (Frans Meijers); "A Study of Student Equity in Australia--Some Preliminary Findings" (Glen Postle); "Epistemological Approaches to Cognitive Development in College Students" (Paul I. Hettich); "Women Compared" (Antoinette Taille); "Guidance and Learner Support--Empowering the Student" (Geoff Layer and Len Spriggs); "Promoting Wider Access through Special Initiatives--A Funding Council Perspective" (Gerald Madill); and "Language, Information Technology and Diversity" (Peter Stewart). (Individual papers contain references.) (DB)

ED 427 644 HE 031 899

General Enrollment Fee Waivers & Nonresident Tuition Waivers, 1996-97.
PUB DATE- 98
NOTE- 36p.; Some tables contain very small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Graduate Study; Higher Education; *In State Students; *Out of State Students; *Scholarships; State Colleges; State Universities; *Student Financial Aid; Student Recruitment; Tables (Data); Undergraduate Study
IDENTIFIERS- *Oklahoma; *Tuition Waivers

This report examines the status of general enrollment fee (GEF) waivers and nonresident tuition (NRT) waivers at Oklahoma state institutions of higher education for 1996-97. First, an overview section summarizes the purpose of the waivers, which is to provide assistance to Oklahoma residents with demonstrated financial need and to attract specific out-of-state students. The overview also reviews the state statute authorizing the program, its history, its benefits and points of emphasis, and restrictions. Among highlights of data presented for 1996-97 are: over 36,500 students received GEF and NRT waivers worth about $39 million, which was equivalent to about 17.7 percent of total student fee revenue; freshmen and sophomore students received the greatest amounts of GEF waivers; minority students received 22.5 percent of GEF waivers; graduate students accounted for 29.8 percent of NRT waiver recipients, compared to only 15.2 percent of GEF waiver recipients; and 18 percent of NRT waivers went to international students. Tables present both summary data and data for each of the 32 Oklahoma institutions for both GEF and NRT waivers, with information on recipients' classifications, gender, race, residency, field of study, academic level, and semester. A comparison of the amount of GEF waivers compared to maximum amount authorized for each institution is also provided. (DB)

ED 427 645 HE 031 900

Hartman, Sven G.
Nar universitetsadjunkter ansags bildbara (Development of Professional Competence for Junior Lecturers).
PUB DATE- 98
NOTE- 50p.
LANGUAGE- Swedish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *College Faculty; *Faculty

*Electronic Publishing; Feedback; Foreign Countries; Intermediate Grades; Mentors; *World Wide Web; Writing Attitudes; Writing for Publication
IDENTIFIERS- England; *Web Sites

This paper presents a case study of a young writer, a girl aged between 9 and 10 over the 6-month period analyzed. The writer accessed KidPub, a World Wide Web site that accepts stories submitted by or on behalf of children and young people under the age of 16 and publishes them, giving each story its own Web page. With the help of a mentor, the writer published a story via this Web site. The paper discusses the process of engaging the writer through tracking how many times her story was read, as well as reading and responding to reader correspondence. Examples of e-mail correspondence are included. (DLS)

ED 427 665 IR 019 184

Koutoumanos, Anastasios; Papaspyrou, Nikolaos; Retalis, Simeon; Maurer, Hermann; Skordalakis, Emmanuel
Towards a Novel Networked Learning Environment.
PUB DATE- 96
NOTE- 9p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Figures contain illegible print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Networks; Computer Oriented Programs; Computer Software Development; *Computer Uses in Education; *Courseware; Distance Education; Educational Environment; Educational Media; Educational Technology; Foreign Countries; *Hypermedia; Information Technology; Teaching Models
IDENTIFIERS- *Learning Environments; Prototypes; Virtual Classrooms

This paper presents a novel Networked Learning Environment (Nov-NLE); system components include Hyper-G (a networked hypermedia system) and the Internet. The first section discusses problems with the conventional university teaching model and technology-based solutions to these problems. The requirements and design of Nov-NLE are covered in the second section, including accessibility of course information and information distributed on the Internet, communication channels, and facilitation of administrative tasks. The administration/management, communication/presentation, and educational resources subsystems are described. The third section presents a prototype of Nov-NLE with the following characteristics: (1) is a distributed system in which links are stored in a separate database; (2) allows objects to be added to the system piecemeal; (3) utilizes access rights for every hypermedia collection; (4) includes sophisticated search mechanisms; (5) allows any user can annotate any document; (6) is interoperable with other first generation hypermedia systems; and (7) is multilingual. The concluding section discusses plans for the future of the project. Contains 17 references. (DLS)

ED 427 666 IR 019 185

Laffey, James M.; Musser, Dale
Building Internet-Based Electronic Performance Support for Teaching and Learning.
PUB DATE- 96

the architecture of the information agent; the context reconnaissance, search, and filter modules are described. Scenarios of usage and system performance are also addressed. Three figures present the architecture of the agent, the keywords generation process, and a mathematical representation of the decomposition into singular value used to implement LSI. (Author/AEF)

ED 427 685 IR 019 236

Baines, Lawrence; Deluzain, R. Edward; Hegngi, Yolanda
The State of the 'Net in Secondary Classrooms: Rhetoric and Reality.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Practices; Faculty Development; Intermediate Grades; *Internet; Secondary Education; Teacher Education; Teaching Methods; Use Studies
IDENTIFIERS- Access to Computers; Computer Use; Florida; Georgia; *Technology Integration; *Technology Utilization

While 96% of teachers profess to use technology, this study of 85 teachers in grades 5-12 in Florida and Georgia found that only 4% of teachers actually integrated technology in their instruction. The majority of schools had few computers, fewer Internet-ready computers available for student access, and teachers who had never received any training concerning how to use computers. Most teachers lacked even a rudimentary knowledge of the Internet; many could not explain how to turn on a computer. The reality of public school classrooms contrasts sharply with the rhetoric and possibilities of using technology effectively in schools as exemplified by some interesting, high-tech classrooms. Topics discussed in this paper include: the disparity between reported and actual use of computers in instruction; the dilemma of "best practices" and teacher preparation; observations of one exemplary teacher; and the desperate need for models of best practice. A table summarizes major findings of the study. (Author/AEF)

ED 427 686 IR 019 237

Boegh, Jorgen; Krebs, Allan M.; Petersen, Lars O.; Wagner, M.
A Web Based Virtual College.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. The figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; *Computer Mediated Communication; Computer Simulation; Distance Education; Educational Environment; Foreign Countries; Higher Education; *Navigation (Information Systems); Student Attitudes; Teleconferencing; World Wide Web
IDENTIFIERS- Denmark; *Learning Environments; Virtual Classrooms; *Virtual Universities

this course is to help students understand what the Internet is and to learn to use Internet tools. The paper: (1) discusses the primary development and delivery phases of this course, while also providing a general account of the time spent on each of the phases; (2) compares the costs of this course with those of similar face-to-face courses; and (3) offers an interpretation of these results and the possible implications for similar courses. Five tables present data on times for course development and pilot testing; total hours spent on operation and delivery of the course, number of interactions between students and instructors/teaching assistants, time spent in each area of the course by instructors/teaching assistants, and a summary of time spent on the course by instructors/teaching assistants. Two graphs present data on time spent on the course by the instructor and the teaching assistant and a comparison of times for delivering World Wide Web-based instruction and face-to-face instruction. (Author/AEF)

ED 427 704 IR 019 255

Harapnuik, Dwayne
Inquisitivism or "The HHHMMM??? What Does This Button Do?"
Approach to Learning.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; *Computer Anxiety; Computer Literacy; *Curiosity; Curriculum Development; Epistemology; Information Technology; *Instructional Design; *Instructional Development; Instructional Effectiveness; Instructional Innovation; Learner Controlled Instruction; Learning Processes; Learning Theories; Student Needs; Teaching Methods
IDENTIFIERS- Course Development; Learning Environments

This paper discusses the development of a learning approach based on the unique needs of adult learners who are required to learn and use new information technologies. It establishes how the "Inquisitivism" learning approach has evolved from a synthesis of key cognitive learning theories into one cohesive approach and how the implementation of Inquisitivism in the development of learning environments, curriculum, and courses can meet the needs of today's adult learner. The first section explains why there is a need for a new approach to adult learning. Contemporary cognitive learning theories upon which this new approach is based are identified in the next section, including constructivism, discovery learning, activity theory (active learning), functional context, and minimalism. The third section describes the learning approach of Inquisitivism. The following key concepts of Inquisitivism are summarized: (1) fear removal; (2) stimulation of inquisitiveness; (3) using the system to learn the system; (4) getting started fast; (5) discovery learning; (6) modules can be completed in any order; (7) supporting error recognition and recovery; (8) forum for discussions and exploiting prior knowledge; (9) real world assignments; and (10) developing optimal training designs. (Contains 23 references.) (AEF)

ED 427 705 IR 019 256

instead, allows a teacher to manage the lesson in a way that guarantees coherence in the exposition of the arguments without using CGI (Common Gateway Interface), Java, HTML (HyperText Markup Language), or a Web browser. Furthermore, all the didactic material is produced by the teacher using a multimedia authoring system that allows much more sophisticated expressiveness, greater simplicity of use, and a more developed interactivity than that provided by Web-based technology. Topics discussed include Web-free didactic hypermedia materials for the Internet, advantages of the approach followed, technical aspects of the prototype, and future development. Figures present teacher and student screens, configurations for a face-to-face lesson and a virtual classroom created using the Internet, and screens for control of the virtual classroom and the environment during an interactive lesson. (Author/AEF)

ED 427 723 IR 019 274

Muldner, Tomasz
Analysis of Java Client/Server and Web Programming Tools for Development of Educational Systems.
PUB DATE- 98
NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Oriented Programs; *Computer Software Development; Computer System Design; *Computer Uses in Education; *Interaction; *Programming; Programming Languages; *Systems Development; Telecommunications; *World Wide Web
IDENTIFIERS- *Client Server Computing Systems; HTML; Interactive Systems; Java Programming Language; *Object Oriented Programming

This paper provides an analysis of old and new programming tools for development of client/server programs, particularly World Wide Web-based programs. The focus is on development of educational systems that use interactive shared workspaces to provide portable and expandable solutions. The paper begins with a short description of relevant terms. A traditional approach is presented that uses dynamic HTML (HyperText Markup Language) pages generated by CGI (Common Gateway Interface) scripts, and drawbacks of this approach are described. Next, the paper discusses an object-oriented approach to the development of client/server programs using Java, in particular, the development of distributed systems with the help of tools such as sockets, RMI (Remote Method Invocations) and CORBA (Common Object Request Broker Architecture). Traditional and new Web servers are compared. Finally, recommendations are made on which tools should be used for development of educational systems. Contains 21 references. (Author/AEF)

ED 427 724 IR 019 275

Multisilta, Jari
Experiences from CSCW in Virtual Classrooms.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English

Common Lisp HTTP Server from MIT and its functionality to generate HTML "on the fly," which offers the appropriate level of interactivity and flexibility needed to design such systems. It allows instructors to create exams and to manage them online, and it includes automatic grading and immediate feedback to students. Also, the system allows for automated scores bookkeeping: students may check their grades at any time and so may their instructor. It is argued that the system might be a useful framework for enhancing Web-centered education, and that the CL-HTTP server is an ideal instrument for easily achieving this sort of interactive and automatic management. (Author/AEF)

ED 427 744 IR 019 295

Vidal, Damia; Serra, Bartomeu; Barcelo, Maribel; Sanchez-Monge, Mar
Evaluation of Computer-Assisted Assignments in a Networking Courseware.
PUB DATE- 98
NOTE- 6p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Computer Assisted Instruction; Computer Networks; Computer Uses in Education; Courseware; *Distance Education; Foreign Countries; Higher Education; Instructional Materials; Student Reaction; *Undergraduate Study; World Wide Web
IDENTIFIERS- Spain

The University of the Balearic Islands (Spain) has continued in recent years to extend and broaden its efforts in the revitalization of its undergraduate education program. The University's location (it covers three different islands) makes it a particularly appropriate testbed for examining the application of information technologies to undergraduate education. This paper describes a work-in-progress project that has involved implementing and evaluating a computer-assisted personalized approach for homework assignments using the World Wide Web, evaluation tests of students' knowledge background, and computer network-based examinations. Students' feedback and performance are also discussed. (Author/AEF)

ED 427 745 IR 019 296

Watters, Carolyn; Conley, Marshall; Alexander, Cynthia
The Digital Agora: Interaction and Learning in Political Science.
PUB DATE- 98
NOTE- 7p.; In: WebNet 98 World Conference of the WWW, Internet and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Computer Managed Instruction; Computer Uses in Education; Educational Change; Educational Technology; Foreign Countries; Higher Education; Individualized Instruction; Interdisciplinary

instructors required extensive use of computer software were selected for the sample. Scores for the students who learned strictly with a lecture type format were found to be statistically insignificant from those of the students who learned with extensive computer usage. No significant differences were found between the two groups of students with regard to math anxiety, attitudes towards statistics, or previous mathematics grades. The one difference that surfaced was that students with prior computer background were more likely to select the computer-supported section. (Author/AEF)

ED 427 763 IR 019 418

Demiray, Ugur
A Review of the Literature on the Open Education Faculty in Turkey (1982-1997). A Revised and Expanded Third Edition. Anadolu University Publications No. 1015. The Open Education Faculty Publications No. 558.
PUB DATE- 98
NOTE- 289p.
LANGUAGE- English; Turkish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; Case Studies; *Distance Education; Foreign Countries; International Education; *International Organizations; Nontraditional Education; *Open Education; Research
IDENTIFIERS- Open Learning; *Turkey

Approximately 200 studies were conducted on the Open Education Faculty (OEF) in Turkey between the years 1982 and 1997. This book aims to inform researchers on the literature about the OEF. The book consists of four main chapters. The first chapter is an introduction which gives an overview of worldwide distance education efforts and presents a brief history of the OEF in Turkey. The second chapter presents bibliographic information of the 201 studies on the Open Education Faculty between 1982-1997, and the third chapter provides abstracts of these studies. The fourth chapter contains lists of various support materials, including brochures, newspapers, guides, bulletins, and in-service publications. Includes subject and author indexes. (AEF)

ED 427 764 IR 019 419

CNN Newsroom Classroom Guides. January 1999.
SPONS. AGENCY- Texas A & M International Univ., Laredo.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Media; Educational Television; Elementary Secondary Education; Feature Stories; *Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These Daily Classroom Guides support broadcasts of CNN Newsroom for January 1999. Each guide contains program rundowns for that day's broadcast, discussion

ED 427 783 IR 057 288

Ernst, Martin L.
At the Heart of Evolving Literacy: A Framework for Action.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Information Literacy; Information Management; Information Skills; Information Technology; Internet; Strategic Planning; Technological Advancement; Users (Information)
IDENTIFIERS- *Computer Use; Computer Users; Digital Technology; Technology Role

This report is concerned with information, technology, education, and literacy and with the dynamics that interrelate them. The report reviews and clarifies how the dynamics operate, examines many of their consequences, and suggests some kinds of actions that may prove necessary for both individuals and organizations to survive successfully in the emerging information environment. The main themes of the report include the following: The range of uses of personal computers and related systems will continue to expand for at least several decades, and the importance of their roles in essentially all information activities will continue to increase. Both people and organizations will continue to encounter difficult new problems in managing information resources in the face of potential overloads of many kinds; both computer skills and knowledge of subject underlying many kinds of applications will be required. Instead of developing long-range plans based on detailed forecasts of the future information environment, short-range (2-4 years), incremental, action-oriented plans may be more appropriate if guided by a long-range vision. Possibilities exist for extensive and better use of computers as aids in efforts to lighten some of the major work overloads faced. Computer skills are well on the way to becoming a key component of literacy in the future. Seven figures and tables provide further information throughout the text. Includes a list of acronyms. (Author/AEF)

ED 427 784 IR 057 289

Results from Five Task Forces Appointed by the American Council of Learned Societies and the Council on Library and Information Resources. Scholarship, Instruction, and Libraries at the Turn of the Century.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Copyrights; *Futures (of Society); *Higher Education; Information Policy; Library Collection Development; Library Development; *Research Libraries; Researchers; Scholarship; Technological Advancement
IDENTIFIERS- Digital Technology

The American Council of Learned Societies and the Council on Library and Information Resources appointed 36 scholars, librarians, and leaders of various academic enterprises to five task forces "to consider changes in the process of scholarship and instruction that will result from the use of digital technology and to make recommendations to ensure that libraries studies, strategies for change in athletics, commonly asked questions, religious groups by denomination who affirm LGBT people, and a dialogue about religious-spiritual identities and sexual-affectional identities. Contains more than 300 references. (AS)

ED 427 803 JC 990 100

Armstrong, William B.
Key Indicators for Excellence: The San Diego Community Colleges Compared to the California Community Colleges on Selected Performance Measures.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Academic Standards; *Access to Education; Age; *Community Colleges; Educational Assessment; *Enrollment; Enrollment Trends; Ethnicity; *Outcomes of Education; Sex; Statistical Data; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *California Community Colleges; *San Diego Community College District CA

This report compares San Diego Community College District (SDCCD) measures of student enrollment and academic achievement with similar measures for the California Community College (CCC) System. The purpose of this report is to evaluate the colleges' collective mission to meet the postsecondary education needs of their students, and to identify educational and fiscal strengths and weaknesses in order to improve quality. The first section of the report focuses on student access and provides information on headcount enrollment for fall 95 by: (1) gender; (2) age; (3) race/ethnicity; (4) unit load; (5) day/evening status; (6) enrollment status; and (7) first-time students by race/ethnicity. The second section discusses student success and includes the following information: (1) student goals; (2) credit course enrollment by gender and ethnicity; (3) total course enrollment by letter grade; (4) successful course completion; (5) course retention; (6) persistence rates for full- and part-time students by gender, age, ethnicity, and educational goal; (7) transfer statistics; and (8) earnings by gender, last year and third year after college. Both sections compare statewide data from CCC and the SDCCD, and include graphs, data tables, and summaries for each indicator. (AS)

ED 427 804 JC 990 102

Plecha, Michelle
Influence of Study Group Attendance and Students' Perceived Helpfulness on Expected Grade.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Active Learning; Community Colleges; *Cooperative Learning; Expectation; *Grades (Scholastic); Instructional Effectiveness; *Student Attitudes; Student Surveys; *Study Skills; Supplementary Education; *Two Year college Students; Two Year Colleges
IDENTIFIERS- Oakland Community College MI; *Supplementary Instruction

degree requirements, and encouraging students who want to transfer to consider earning an A.A. along the way; (3) designing a new, "common sense" course-numbering system to clarify requirements; (4) implementing the Transfer Awareness Week each October, when students are beginning the transfer application process; (5) enacting special articulation agreements beyond the California public institutions, including pacts with a number of historically Black institutions, and Biola University, a fundamentally Christian college where over 50 Cerritos College students are enrolled; and (6) offering faculty-led Best Teaching Practices workshops on such topics as technology, learning communities, and transfer preparation. Since PET was instituted in 1996, transfers to the University of California have increased 20%, and transfers to California State University increased 11%, from 1994-95. The transfer rate, at least among one cohort followed from 1994 to 1997, has risen from 13 to 19%. The article concludes with recommendations on facilitating transfer. Appended are a statement of vision and regional transfer compact. (EMH)

ED 427 822 JC 990 125

Raby, Rosalind Latiner
Looking to the Future: Report on California Community College International and Global Education Programs. A Report on Activities Funded by the Chancellor's Office for the California Community Colleges 1997-1999 Fund for Instructional Improvement Research Grant.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 98
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; *Educational Finance; *Educational Policy; *International Education; Program Evaluation; School Funds; State Aid; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report assesses the current status of international and global education at California community colleges (CCC), and provides a review of the literature in an effort to help inform future policy discussions and recommendations on funding and state support. There were five steps involved in this study: (1) creation of the Alliance on International/Intercultural Education Advisory Committee, which included representatives from eight CCC organizations and representatives from the Chancellor's Office, California State University, and the University of California; (2) distribution of the CCC International and Global Education Survey to all CEOs and CIOs at the colleges; (3) analysis of the State Chancellor's database to provide a systemwide interpretation of international and global education at California colleges; (4) examination of various national and state consortia surveys and year-end reports to bring a national and regional focus to the data; and (5) evaluation of literature in the field (1990-1998) to produce theoretical support of the research findings. Survey responses indicate eighty-seven of the ninety-one reporting colleges offer at least one type of international and global education program; eighty-one colleges offer two or more. Appended are state and national consortia comparisons and printouts from the State Chancellor's database. An "Annotated Bibliography and General References" section contains a

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Adolescents; *Cultural Differences; Educational Attainment; Elementary Secondary Education; *Foreign Countries; National Curriculum; National Programs; Performance Factors; Regional Characteristics; *Self Concept; *Self Esteem; Student Characteristics
IDENTIFIERS- Europe (Central); Europe (West); *France; French Culture; *Slovenia

This study examined the hypothesis that academic achievement affects different components of self-concept. Also investigated was the possible influence of nationality in modifying the relationship between academic achievement and self-concept, by comparing Slovenian and French subjects. The findings of two-factor (academic achievement x nationality) analyses of variance and discriminant analyses showed significant correlations between academic achievement and various indices of self-concept, which varied in a nationality-dependent fashion. The French subjects exceeded Slovenians in some domains of self-concept (i.e., verbal, academic, relations with same sex peers, relations with parents, religion and spirituality, and general self-concept) while Slovenian subjects exceeded French subjects in the domain of problem solving and creativity. There was no significant difference between the two national samples in self-esteem. Also, the French subjects exceeded Slovenian pupils in general academic achievement. The results were interpreted on the grounds of theoretical expectations related to the formation of self-concept and academic achievement, as well as on the basis of national differences in the school system and personality structure. The study concluded that national differences in self-concept domains are also related with auto- and hetero-stereotypes about French, British, and Slovenian people. (Author)

ED 427 842 PS 027 296

Children's Defense Fund Annual Report, 1996. Standing for Children All across America: Building a Movement To Leave No Child behind.
PUB DATE- 97
NOTE- 32p.; For 1997 Annual Report, see PS 027 299.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Child Advocacy; Child Welfare; *Children; Donors; Lobbying; Program Evaluation
IDENTIFIERS- *Childrens Defense Fund; Financial Reports; Program Objectives; Program Review

This annual report describes the information, technical assistance, and support the Children's Defense Fund (CDF) has provided during 1996. The report also describes the legislative agenda pursued as well as the cooperative projects engaged in. The first section of the report, "Stand Follow-up Action," describes the Stand for Children demonstration and its successes, which include the raising of public visibility of childhood needs, unifying the moral voice for children, and the start of a grassroots movement in support of children. The second section, "Phases of CDF's Development," addresses organization of supporters, conversion of nonsupporters, and myths about the CDF. The third section, "CDF's State and Local Presence and Action Models," describes a sampling of CDF

NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Breakfast Programs; Children; Elementary Secondary Education; Federal Programs; Low Income Groups; Nutrition; *Program Effectiveness
IDENTIFIERS- *School Breakfast Program

Begun as a pilot in 1966, the School Breakfast Program (SBP) is designed to provide funding for meals to ensure that children's nutritional needs are met. In recent years, researchers have become interested in the question of whether the availability of SBPs at school increases the likelihood of a child eating breakfast. This study was a reanalysis of data from the 1992 School Nutrition Dietary Assessment Study (SNDA-1). That study found that a school SBP did not increase the likelihood of a child eating breakfast; breakfast was defined as any food with at least 50 calories. To define breakfast more substantively in this study, a review of the literature was conducted, and three definitions of breakfast were developed: (1) consumption of any food or beverage; (2) breakfast intake of food energy greater than 10 percent of the Recommended Dietary Allowance (RDA); or (3) consumption of foods from at least two of five main food groups and intake of food energy greater than 10 percent of the RDA. Findings showed that as the definition of breakfast becomes more robust, the percentage of students who eat breakfast declines. Almost 9 of 10 students consumed any food or beverage, but only 6 of 10 met the third definition. For low-income students, as the definition of breakfast becomes more robust, the SBP is associated with an increased likelihood of eating breakfast. (Contains 20 references.) (EV)

ED 427 861 PS 027 354

Nash, Kay, Ed.
Colorado Communique: Publication of the Child Nutrition Unit, 1998.
PUB DATE- 98
NOTE- 42p.; Each newsletter issue usually comes with one or more attachments related to articles.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Breakfast Programs; Child Health; Eating Habits; Elementary Education; Elementary School Students; Federal Regulation; *Lunch Programs; *Nutrition
IDENTIFIERS- School Breakfast Program; School Lunch Program

This document consists of the four issues of a newsletter published during 1998. The newsletter discusses topics pertinent to school food service and providing nutrition for elementary school students. The February/March issue discusses exemptions under the Competitive Foods Regulation, celebrating cultural diversity in cafeteria menus, and changes in Food and Drug Administration rules for labeling milk fat content. The April/May issue discusses celebrating "5 A Day" week to improve student consumption of fruits and vegetables, National School Lunch week, nutrition and agriculture in the classroom, a diabetes prevention program, NET grants, crediting salsa as a vegetable in school menus, and best practices awards for school food service. The September/October issue discusses Additional Menu Planning Alternatives issued by the federal government, the YourSELF federal information effort on nutrition and physical activity for adolescents, food safety, free and

Noting that parenting is one of the most difficult and demanding challenges people face, this book integrates extensive clinical experience, up-to-date research, and personal experience to help parents manage hard-to-handle children more effectively. The book explains hard-to-handle behaviors and helps parents understand what might be normal childhood behavior and what needs to be addressed differently. The book encourages parents to use a balanced approach to discipline, encompassing positive strategies to prevent problems and reinforce desirable behavior, as well as discouraging inappropriate behavior. Following an introduction, the book's chapters are: (1) "The Most Important Job in the World"; (2) "Understanding Hard-to-Handle Behavior"; (3) "Caring for Yourself as a Parent"; (4) "Becoming an Authoritative Parent"; (5) "Nurturing and Supporting Your Child"; (6) "Providing Direction and Structure for Your Child"; (7) "Responding to Your Child's Behavior"; (8) "Using a Home-Economy Program"; (9) "Helping Your Child Keep Up the Good Work"; (10) "Dealing with Specific Hard-To-Handle Situations"; (11) "Encouraging Sibling and Peer Relationships"; and (12) "Helping Your Child Succeed at School." A brief final chapter summarizes key points in the book. The book concludes with a list of resources for parents and for children. (Contains a 95-item bibliography.) (HTH)

ED 427 880 PS 027 382

Marcon, Rebecca A.
Impact of Parent Involvement on Children's Development and Academic Performance: A Three-Cohort Study.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Meeting of the Southeastern Psychological Association (Savannah, GA, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Child Development; High Risk Students; Low Income Groups; Parent Influence; *Parent Participation; Parent School Relationship; Predictor Variables; Preschool Children; Preschool Education

This study examined the possibility of a "threshold" of parent involvement with their children's preschools, that can lead to positive child outcomes in a sample of hard-to-engage families. Three cohorts of preschool children were studied, most from low-income, single-parent families. Teachers were interviewed to determine extent of contact they had with each child's parent(s). A global measure (yes/no) of parent involvement was used; categories of contact included parent-teacher conference, home visit by teacher, extended class visit by parent, and parental help with class activity. Two groups of children were formed based upon low or high parent-teacher contact. Measurement was made of children's development in four domains (communication, daily living skills, socialization, and motor) and of mastery in four basic skill areas (verbal, math/science, social/work habits, and physical). Because no significant cohort differences in parent involvement were found, further analyses combined cohorts. Results showed that parent involvement did not differ based on child's sex, single-versus two-parent family structure, or income level. Head Start parents were significantly more involved than parents of children in prekindergarten programs. After controlling for socioeconomic status, increased parent involvement had a positive impact on preschoolers' early development and mastery of basic skills. In addition, the study found that a minimal

*Welfare Recipients; Welfare Services
IDENTIFIERS- *Welfare Reform

This report, prepared by the Housing Assistance Council (HAC), presents the context within which welfare reform will affect the housing conditions of rural Americans. HAC is a nonprofit corporation that supports the development of rural low-income housing nationwide. Although the federal welfare reform legislation effective in 1997 makes few changes to housing programs, it will affect many welfare recipients' housing conditions. Reducing income support programs and food stamps means reducing the funds these families have available to pay for housing. In rural areas, making welfare reform succeed may be especially difficult because of the lack of resources such as transportation, child care, and job training necessary to support the transition from welfare to work. The first part of the report presents data on all rural residents and their housing, and compares them to urban and suburban residents. Data cover housing affordability, housing quality, overcrowded housing, housing problems of African American and Hispanic households, housing problems of elderly households, and availability of subsidized housing compared to need. Part 2 focuses on rural families receiving Aid to Families with Dependent children, examining demographic characteristics; income; factors in welfare reform's success (access to jobs, child care, transportation, and education); and housing conditions. The report relies primarily on microdata (released in 1997) from the 1995 American Housing Survey, conducted every 2 years by the Bureau of the Census for the Department of Housing and Urban Development. Contains 17 figures and 9 extensive data tables. Table elements of particular interest to educators are the following: 1) table 7B: education level of householder, by residence (city, suburb, rural), 1995; 2) table 8B: education level of householder with welfare income, by residence (city, suburb, rural), 1995; 3) 9B: education level of householder in rural households with welfare income, by percent of income from earnings, 1995. (CDS)

ED 427 899 RC 021 664

Olien, Rebecca
Walk This Way! Classroom Hikes to Learning.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Discovery Learning; Elementary Education; *Environmental Education; Experiential Learning; *Field Trips; Integrated Activities; Learning Activities; Observational Learning; *Outdoor Education; *Planning; Science Activities; Sensory Experience
IDENTIFIERS- *Hiking; *Nature Study

This book offers alternative approaches for local hiking events, such as creating extensive science, math or art projects, in order to energize a group of children. Chapter 1, "Getting Started," provides details on planning a hike, including getting supports, managing materials, setting the tone, questioning techniques, basic ecological concepts, safety, group management, follow-up, and evaluation. Chapter 2 explains how to record observations in an individual or group nature notebook. Chapters 3-12 describe specific theme hikes for elementary students. Each chapter follows the same format of

Educational Change; Educational Cooperation; *Educational Research; Elementary Secondary Education; Higher Education; Native Language Instruction; *Research Needs; *Self Determination; Teacher Student Relationship; Tribally Controlled Education

In recent years, various task forces and studies, including the White House Conference on Indian Education, have established that research on Indian education, history, and culture must consider the Native perspective and involve Native researchers. Improving Indian education depends upon good research. Aspects of Indigenous education and community life that need study include: the teaching-learning relationship between Native students and teachers and how a good Native teacher can enhance that relationship; how to attract and retain effective principals or leadership teams in order to maintain stability for planning and implementing improvements; school collaborations with nearby colleges, including distance learning and culturally appropriate programs; how agency workers serving youth and families can collaborate more fully in creating conditions for educational success; developing systems to help students with the transition from one phase of schooling to the next; expunging stereotypes about Native peoples from curricula and teacher education programs; broadening Native education research beyond the reservation context; how Native Americans can educate America and the rest of the world about the unique Native political status; building coalitions between Native Americans and Indigenous people from other countries; educational effects of recent tribal economic development programs such as gambling operations; how to make more connections between schooling and daily life, consistent with the holistic nature of Native worldviews; and building coalitions for research and development among tribal governments, federal agencies, colleges, and the private sector. Contains endnotes. (TD)

ED 427 916 RC 021 813

Airini
Dreams of Woken Souls: The Relationship between Culture and Curriculum.
PUB DATE- 98
NOTE- 52p.; Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120).Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biculturalism; *Cultural Awareness; *Curriculum Development; Educational Philosophy; Elementary Secondary Education; *Ethnic Relations; Foreign Countries; Holistic Approach; Intercultural Communication; Intermediate Grades; Maori (People); *Multicultural Education; Qualitative Research; Role of Education; School Community Relationship; *Social Attitudes; Student Attitudes; Teacher Attitudes; World Views
IDENTIFIERS- *New Zealand

This paper examines the relationship between culture and curriculum, combining academic discourse relating to the construction of identity, policy, and curriculum and conversations with 42 members of a New Zealand intermediate school community about the nature of culture. Interviewers' comments and stories illuminate their views of Maori and White culture, cultural differences and interrelationships,

Quiroz, Pamela Anne
The "Silencing" of the Lambs: How Latino Students Lose Their "Voice" in School. ISRI Working Paper No. 31.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Aspiration; Autobiographies; *Education Work Relationship; Mexican Americans; Puerto Ricans; Secondary Education; *Secondary School Students; *Self Concept; Student Alienation; *Student Attitudes; Student Experience; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- Hispanic American Students; *Identity Formation; *Latinos

This paper examines the relationship between Latino students' identity formation and their interpretations of the connection between schooling and career. Autobiographies were written by 47 Mexican American and Puerto Rican students at the end of grade 8, and again by 27 of the same students during grade 11. Virtually all students were from poor or working class homes in an inner-city community with high rates of poverty, crime, and unemployment. The autobiographies covered birth, family, school experiences, friends, and future plans, and were analyzed in terms of each student's family self, student self, and career self. In comparing 8th- and 11th-grade autobiographies, it was apparent that over time, students continued to blame themselves for their poor educational experiences but also began to blame their school and teachers. Students who retained their aspirations were better able to integrate their "critical selves," often in spite of school staff. Although the family self was salient for Mexican American students, it did not appear to provide the social capital needed to facilitate an educational identity. The autobiographies demonstrate that the connection between education and future career was not well developed for most students, and without that connection, they will be unable to tolerate the anxiety that schooling necessarily engenders. Many Latino students, therefore, develop a "defeated self," which leads to "silencing" (disengagement), "resistance" (disruptive behavior), or dropping out. (Contains 15 references.) (SV)

ED 427 934 RC 021 866

Lopez, Elias S.
Social Capital and the Educational Performance of Latino and Non-Latino Youth. ISRI Research Report No. 11.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Bound Students; Educational Attainment; *Educational Environment; High Schools; *Hispanic Americans; Noncollege Bound Students; Parent Participation; *Parent Student Relationship; Postsecondary Education; Socioeconomic Status; Tables (Data); Teacher Student Relationship; *Whites
IDENTIFIERS- High School and Beyond (NCES); *Latinos; *Social Capital

Using the High School and Beyond dataset, this report assesses the importance of social capital in determining academic outcomes of Latino youth. An introduction explains J. S.

the SDR is to estimate the number of people holding research doctorates from U.S. institutions in science and engineering who reside in the United States and to characterize their demographic and employment patterns. The report is organized as follows: chapter 1 describes the size and composition of the doctorate-level scientist and engineer population including such characteristics as gender, race/ethnicity, citizenship, and age; chapters 2 and 3 profile the employment status of these doctorates in 1995; chapter 4 focuses on postdoctoral appointments held by doctoral scientists and engineers; chapter 5 discusses second jobs held; chapter 6 presents data on changes in employment for the population since 1993; chapter 7 presents data on articles published, papers presented at conferences, and inventions patented by doctoral scientists and engineers; and chapter 8 describes professional development activities. Appendices include information on SDR research methods, a copy of the survey cover letter and questionnaire, definitions of terms, lists of Ph.D. fields studied, and occupation codes. (WRM)

ED 427 957 SE 062 204

The Galapagos Jason Curriculum.
SPONS. AGENCY- National Council for the Social Studies, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 91
NOTE- 341p.; Two attached wall posters not included with ERIC copy: oceanographic map of Galapagos Islands; flora and fauna of Galapagos Islands.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; *Educational Technology; Elementary Secondary Education; Environment; Foreign Countries; Interdisciplinary Approach; Oceanography; Science Activities; *Science and Society; Science Curriculum; Science Education; *Science Materials; Wildlife
IDENTIFIERS- Darwin (Charles); *Galapagos Islands; *JASON Curriculum Project; National Science Teachers Association

The JASON Curriculum Project materials are designed to prepare teachers and students for an exploration around the Galapagos Islands via satellite transmission of live images and sound. This curriculum package contains five units, 25 lesson plans, and over 50 activities, along with teacher background material, student worksheets and readings, a list of resources, and a glossary. A poster, maps, and complete materials for several games and simulations are also included. The JASON Project is designed to spark student interest in science, technology, and social studies, and an interdisciplinary theme is found throughout the materials. Lesson subjects include Darwin's trip to the Galapagos, technology of underwater exploration and satellite communications, island formation, oceanography, the Galapagos ecology, mapping and expedition planning, island culture, and environmental management. (WRM)

ED 427 958 SE 062 223

Olson, Kristen
Despite Increases, Women and Minorities Still Underrepresented in Undergraduate and Graduate S&E Education. Division of Science Resources Studies Data Brief.
PUB DATE- 99
NOTE- 5p.

the study, 151 subjects were tested in three rural Oklahoma comprehensive secondary schools to provide data for the study. The research question was, are there significant differences in the gains in the total mathematics scores, in the calculation of whole numbers, fractions, decimals, percentages, mixed operations, measurements, or in the estimation of mathematics answers between the students who completed General Mathematics and the students who completed Applied Mathematics 1 as measured by the Generalizable Mathematics Skills Assessment instrument? (Author)

ED 427 975 SE 062 279

Frederick, Lynda R.; Shaw, Edward L., Jr.
Examining the Effects of Science Manipulatives on Achievement, Attitudes, and Journal Writing of Elementary Science Students.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; *Elementary School Science; Grade 4; *Hands on Science; Intermediate Grades; *Journal Writing; *Science Education; *Student Attitudes; Student Interests; Student Motivation
IDENTIFIERS- Alabama; *Science Achievement

This study examined several aspects of elementary science students' achievement, attitudes, and journal writing in conjunction with an Alabama Hands-on Activity Science Program (HASP) grant utilizing the Full Option Science System (FOSS) kit. The sample of 56 fourth grade students in two classes was administered a 15-item pretest and post-test. During the four weeks of the study, students were requested to reflect upon the instruction through journal writing. Results from the data analysis using a t-test indicated a significant difference in student achievement on the pre- and post-test scores. These results suggest that the increase in post-test scores may be attributed to incorporating the FOSS kit into science instruction. The results of the attitude survey did not support using science manipulatives as a means of increasing positive responses to science being a favorite subject, interest in reading about science, science being seen as fun, looking forward to science class, interest in science group activities, interest in science careers, and interest in journal writing. A qualitative content analysis of the journals revealed that both the quality and quantity of the reflective writing fluctuated appreciably from the beginning to the end of the study. (Author/WRM)

ED 427 976 SE 062 281

Colorado Model Content Standards: Mathematics.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Algebra; Educational Technology; Elementary Secondary Education; Estimation (Mathematics); Geometry; *Mathematics Curriculum; Mathematics Education; Number Concepts; *Problem Solving; Statistics

Marginal Maidens and Educational Policy for Women's Institutions.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Graduate Students Research Conference (Edmonton, Alberta, Canada, March 14-15, 1997). For complete proceedings, see ED 029 445. papers, see SO 029 445 and SO 029 445-447.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; Educational Objectives; *Educational Policy; *Females; Foreign Countries; *Prisoners; Social Services; Student Needs; *Womens Education
IDENTIFIERS- *Marginality

Unfavorable world and national economic and social trends of recent years have been paralleled by a reduced commitment to social services for marginalized peoples, including educational programs for women inmates. The potential negative results for future levels of delinquency and crime cannot be precisely calculated, according to sociologists and criminologists. Ideally, everyone should have equality of access to educational programs to prepare them for a role in a democratic society; however, women and minorities hold the least power in a capitalist, free-market climate, and thus are most easily marginalized and ignored. This paper proposes that educational policy for women's institutions in a time of global restructuring take into consideration the political and economic realities while also fulfilling educational goals of empowerment and entitlement within society. Contains 18 references. (Author/BT)

ED 427 998 SO 029 460

Wraga, William G.
Democratic Leadership in the Classroom: Theory into Practice.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Czech National Civic Education Conference (Olomouc, Czech Republic, August 24-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Class Activities; Classroom Communication; Classroom Environment; Classroom Techniques; Democratic Values; Elementary Secondary Education; Leadership; *Student Development; *Teacher Role; *Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- Democratic Communication; *Educational Leadership; *Reflective Thinking

This paper suggests that for students to become accustomed to democratic habits of thought and conduct, they must continually practice them throughout the course of their school career. The daily interaction between the teacher and the pupil can influence the formation of attitudes and habits essential to democratic citizenship. For teachers, the challenge lies in conducting the classroom as democratically as possible within the parameters of the authority that the state exercises over students to meet this challenge, the teacher must practice democratic leadership in the classroom. For example, the teacher can involve students in devising classroom rules, perhaps in the form of writing and signing a classroom

Development; Faculty Development; Geography; Higher Education; *History Instruction; *Maps; Secondary Education; Social Studies; Teacher Education; *United States History

IDENTIFIERS- University of Illinois Chicago

This collection of cartographic projects grew out of a professional development summer institute for teachers conducted in 1995 in the History Department of the University of Illinois at Chicago. Curriculum materials developed during the institute were used in various classrooms during the following school year. The collection contains selected examples of an assignment in which small groups of teachers were given a single map from a county atlas and asked to develop a picture of that community at its given date. These sheets, called "focus maps," became primary sources for understanding U.S. history. Following an introduction, project titles in the collection are: "East Troy Township, Wisconsin, 1873: 'The Home of True Picturesque Beauty and Enterprise'" (Sheila Gallagher; Sally Shleker; Nancy Zordan); "Cleveland's First Ward, 1874: An American Community Comes of Age" (Lydia Ronning; Grant Phillip); "Norwich, New York: A Community in Transition, 1875" (Ronald Thomas; William Lyons); "Salsbury Township, 1876: An Analysis of the Map in the 'Lehigh County Atlas'" (Stacy Flannery; John F. Shelton; Tom Wolff); "Falls Township, Pennsylvania: A Prosperous Farm Community in 1876" (Katja Stonebraker; Marc Rosier; Nancy Bruzzini); "Dresbach, Minnesota: Dreams along the Mississippi in 1894" (Erwin Bill; Beth Sparacino; Ann Ternenyi); and "Sheboygan Harbor, Wisconsin: The Promise of Industry in 1902" (Edward Kania; John Mullins; Rachel Winick). The syllabus for "Cartographic Traditions in American History" is included, as well as are seven focus maps for the regions studied. (BT)

ED 428 018 SO 029 735

Compendium of Research Supporting Law-Related Education. Part II: Alternative Conceptions/Applications of Law Related-Education.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.

PUB DATE- 98

NOTE- 239p.; For Part 1, see ED 416 168.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Citizenship Education; *Delinquency Prevention; Educational Research; Elementary Secondary Education; *Law Related Education; Social Studies

This compendium compiles 15 reports in a review of the research literature supporting law-related education (LRE) in the schools. Historical research and current findings are presented. This compendium is organized into three sections. Section 1 focuses on the research that has provided the foundation for the vision of LRE practiced by the National Training and Dissemination Program/Youth for Justice, including both the impact study conducted in the early 1980s and an ethnographic study of institutionalization of LRE conducted later in the decade. Section 2 looks at other research on school-based law-related/civic education. The final section presents 3 articles on research in other areas of education -- social studies, for example -- that support the project vision of LRE. (BT)

ED 428 019 SO 029 843

Bjerstedt, Ake

PUB DATE- 98
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Collegiality; Criticism; Elementary Secondary Education; *Faculty Development; Friendship; Higher Education; *Inquiry; Preservice Teacher Education; *Teacher Collaboration
IDENTIFIERS- *Learning Communities; Reflective Thinking

This paper explores a model of professional development that theoretically extends to new teachers a bridge from inquiry-oriented preparation into the first years of teaching. Inquiry-oriented teacher education habituates novice teachers into professional habits of heart and mind that are difficult to sustain given the reigning modes of professional development which often pair novice teachers with mentors. The alternative form of professional development involves creating collaborative teacher learning communities that foster critical friendships. This paper explores the multiple levels of teacher learning and development that arise from critically friendly teacher learning communities, examining a 3.5-year, voluntary collaboration among nine teachers and two university researchers. The case study draws on ethnographic methods including observations, interviews, reflective writing, videotapes, and documents. Findings indicate that novice teachers in this setting refine and define inquiry practices, teaching beliefs, peer relations, and teaching practices. Results hold implications for teacher education and professional development in terms of fostering structural and normative supports for collaborative inquiry to support the development of novice teachers. (Contains 47 references.) (SM)

ED 428 037 SP 038 319

Sultana, Qaisar
Evaluation of First Year Teachers' Ability To Assess Their Lesson Objectives.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Lesson Plans; *Student Evaluation
IDENTIFIERS- Kentucky

This study examined first-year teachers' ability to assess their students. The researcher collected lesson plans submitted by each of the Kentucky New Teacher Internship Program (K-TIP) interns in one county during 1996-97 and 1997-98. The lesson plans came from 32 elementary, 11 middle, and 7 high school K-TIP interns. The researcher copied lesson objectives and assessments as written by the teachers, using the information to prepare a research instrument for data collection. The research instrument contained 60 items, with both lesson objectives and assessment methods, as given by the K-TIP interns in their lesson plans. Trained K-TIP teachers (both maintaining conducive work climates, fostering good teaching, representing the college, recruiting and selecting chairs and faculty, and maintaining effective communication across departments. Leadership styles included keeping promises, treating everyone with respect, being reliable, following through, sharing power, and taking action. Stressors mainly involved time pressures. Despite stress, most deans were satisfied with their positions. Their primary dissatisfaction was inadequate financial support. For many deans, work became their entire life, and there was tremendous pressure to find balance. The survey provided data on properties of dean trade-offs in balancing their lives. (Contains 41 references.) (SM)

ED 428 056 SP 038 340

Breeding, MaLesa; Whitworth, Jerry
Increasing the Success of First Year Teachers: A Synthesis of Three Studies.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Labor Turnover; Mentors; Special Education Teachers; Teacher Certification; *Teacher Characteristics; Teacher Improvement; *Teacher Qualifications; Teaching Skills
IDENTIFIERS- Texas

This report presents the results of three studies on beginning teacher needs and support. The first study investigated what one beginning teacher and her mentor talked about in scheduled talk sessions. Audiotapes of the talk sessions and interviews with the teacher and her mentor uncovered how the beginning teacher perceived teaching and herself as a teacher through talks with her mentor. The four prominent issues that emerged as discussion topics were strategy sharing, facilities, classroom discipline, and fear of appearing incompetent. The second study described Project PRIME (Preparing, Recruiting, and Retaining Teachers for Inclusive, Multicultural Environments). The project was designed to increase the number of well-prepared special education teachers in Texas. This study focused on the project's goal of reducing special education teacher attrition by developing a model for professional support. The third study investigated teacher characteristics that were important for success in various types of school districts. Surveys of school personnel officials throughout Texas indicated that there were certain characteristics which could increase the success of new teachers (being child-centered, able to motivate students, consistent, and empathetic). Other characteristics of successful teachers included teamsmanship, willingness to serve, cooperativeness, good interpersonal skills, and flexibility. (Each study contains references.) (SM)

ED 428 057 SP 038 341

Lewthwaite, Barbara-Jayne; Dunham, Heather Pfleger
Enriching Teaching Scholarship through Learning Styles.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American

evaluation methods is also reviewed. These methods include: reflective evaluation, an important part of the new approach to teacher self-evaluation; action research projects and teacher journals, techniques used to enhance teacher reflections on teaching; teaching portfolios, valuable for self-evaluation because they give the teacher a structure for documenting and reflecting on practice and can capture the complexities of professional practice in ways no other approach can; the "2 2 for Teachers" system (D. Allen, R. Nichols, and A. LeBlanc (1997)), a teacher performance appraisal program that involves teachers and administrators in a series of regular peer observations; Career Development Reinforcing Excellence (CADRE), a career development program that promotes accountability for and reflective inquiry about teaching and learning while challenging long-held assumptions about and practices in supervision, evaluation, and professional development; peer coaching, another aspect of staff development that leads to teacher self- evaluation; storytelling, another way for teachers to think about and to behave toward children different from themselves; and sharing stories that can result in collaborative critique leading to improved teaching. All of these approaches provide opportunities for teachers to engage in self-reflection and collegial interactions. (Contains 56 references.) (SLD)

ED 428 075 TM 029 464

Glass, Gene V., Ed.
Education Policy Analysis Archives, Volume 5, 1997.
PUB DATE- 97
NOTE- 673p.; "Education Policy Analysis Archives" is an electronic-only journal (see http://olam.ed.asu.edu/spaa) covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the 22 articles in this volume, see TM 521 583-604 (in CIJE).
LANGUAGE- English
EDRS Price- MF04/PC27 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; *Educational Policy; Educational Research; Electronic Journals; Elementary Secondary Education; Foreign Countries; Higher Education; *Research Methodology; Scholarly Journals; Teacher Evaluation; Teaching Methods

This electronic journal covers a variety of issues related to educational policy. The 22 articles (issues) of Volume 5 analyze aspects of policy in the United States and other countries for elementary, secondary, and higher education. Articles include: (1) "Markets and Myths: Autonomy in Public and Private schools" (Glass); (2) "Where Have All the Teachers Gone?" (Fetler); (3) "Testing Writing on Computers" (Russell and Haney); (4) "Service-Learning in Costa Rica and Indonesia" (Williams and Eiserman); (5) "'Out of Our Minds':A Review" (Clifford); (6) "Academic Freedom, Tenure, and Student Evaluation of Faculty" (Haskell) and commentary ; (7) "The Circle of Learning: Individual and Group Processes" (Chang and Simpson); (8) "Response to Haskell" (Stake); (9) "The History of the Reserve Officer Training Corps among the Association of American Universities from 1982 to 1992: Review of Institutional Responses to ROTC Policy Regarding Homosexuals" (Deumer); (10) "Cultural Differences and the Construction of Meaning" (Pena); (11) "Centralized Goal Formation and Systemic Reform" (Strike); (12) "Studying the Rural in Education" (Howley); (13) "'Qualitative Research Methods': An Essay Review" (McLean, Myers, Smilie, Vaillancourt); (14) "Rhetoric and Educational Policies and the Use of History for Citizenship

Elizabeth J. Kamradt). (SLD)

ED 428 096 TM 029 497

Snelbecker, Glenn E.
Historical Context and Future Development of Instructional Theories: Comments Regarding Four Instructional Theories.
PUB DATE- 98
NOTE- 9p.; Comments presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related documents, see TM 029 495-496.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- or White participants. (Contains 1 table and 38 references.) (Author/SLD)
(C,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; *Educational History; *Educational Theories; Expectation; *Instructional Design; Learning; School Role; Teaching Methods
IDENTIFIERS- *Instructional Theory

Some reflections are made on the historical context of instructional theory, and comments are presented on some papers from a session of the American Educational Research Association's 1998 annual meeting. A number of current innovations in instructional theory can actually be found among topics that have been discussed at various times in the 20th century and earlier. With the proliferation of instructional theories at present, it may be useful to ask of each what value it adds to research and practice. Some ideas inspired by the following papers are explored: (1) "From Brain Research to Application" (Susan J. Kovalik and Jane R. McGrehan); (2) "Open Learning Environments: Foundations, Methods, and Models" (Michael Hannafin, Susan Land, and Kevin Oliver); (3) "Landamatics Instructional Design Theory and Methodology for Teaching General Methods of Thinking" (Lev N. Landa); and (4) "Recapturing Education's Full Mission: Educating for Social, Ethical, and Intellectual Development" (Catherine Lewis, Marilyn Watson, and Eric Schaps). (SLD)

ED 428 097 TM 029 498

Sloan, Tine F.
Children's Problem Solving in Scale Drawing: How Are Conceptual Understandings and Tool Use Interwoven?
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Part of author's dissertation research at the University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Development; Difficulty Level; Elementary Education; Elementary School Students; Foreign Countries; *Freehand Drawing; *Problem Solving
IDENTIFIERS- *Scaling (Mechanical Drawing); *Tools; Vygotsky (Lev S)

This research investigated developmental shifts in the character of children's tool using activity in the domain of scale drawing. Fifty-five children from three grade levels (grades 3, 5, and 7) were individually interviewed as they participated in both enlarging and reducing a one-dimensional object, the letter "F," to a scale of four. Children participated in the

Development; Foreign Countries; Higher Education; *Teacher Education
IDENTIFIERS- Linkoping University (Sweden); *Sweden

This monograph describes a program for development of professional competence in junior lecturers in teacher education at Linkopings University, Sweden. Seventy junior lecturers participated in the program from 1991 through 1996. The program involved a combination of courses especially designed for the project and individually chosen courses from the ordinary schedule of postgraduate studies at the university. Informal evaluation suggests that despite widely varying career paths of participants, the program has been very successful. The monograph also addresses theoretical considerations concerning development of professional competence and the role of junior lecturers in teacher education, as well as changing trends in faculty development. (Contains 33 references.) (Author/DB)

ED 427 646 HE 031 901

Giyer, Diana, Ed.; Weeks, David L., Ed.
The Liberal Arts in Higher Education: Challenging Assumptions, Exploring Possibilities.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Curriculum; Educational Philosophy; *Educational Trends; General Education; *Higher Education; Humanistic Education; *Liberal Arts

This book presents four major articles and 10 brief book reviews concerning the liberal arts in higher education. An introduction by the editors, "Liberal Education: Initiating the Conversation," precedes the articles. The articles are: (1) "The Classical Liberal Arts Tradition" (Christopher Flannery and Rae Wineland Newstad); (2) "Modern and Postmodern Challenges to Liberal Education" (Dennis A. Sheridan); (3) "Integrating Liberal Arts and Professional Education" (Phillip V. Lewis and Rosemary Liegler); and (4) "Re-imagining a Distinctly Christian Liberal Arts Education" (Richard Slimbach). Also included are reviews of the following books: "The Idea of a University" (John Henry Newman); "The Higher Learning in America" (Robert M. Hutchin); "General Education in a Free Society" (Harvard Committee) and "The Idea and Practice of General Education" (College of the University of Chicago); "The Seven Liberal Arts in the Middle Ages" (David Wagner); "A Quest for Common Learning: The Aims of General Education" (Ernest L. Boyer and Arthur Levine); "The Closing of the American Mind" (Allan Bloom); "The Meaning of General Education" (Gary El Miller); "New Life for the College Curriculum" (Jerry G. Gaff); "Prescribing the Life of the Mind" (Charles Anderson); "Orators and Philosophers" (Bruce Kimball); and "The Condition of American Liberal Education" (Robert Orrill). (Contains approximately 200 references.) (DB)

NOTE- 6p.; In: WebNet 96 Conference Proceedings (San Francisco, CA, October 15-19, 1996); see IR 019 168. Figures contain illegible print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; Computer Software Development; Computer Uses in Education; Cooperative Learning; *Courseware; *Dialog Journals; *Field Experience Programs; Higher Education; Internet; *Preservice Teacher Education; Preservice Teachers; Screen Design (Computers); *Student Journals; Student Teaching; Teaching Experience
IDENTIFIERS- Interactive Systems; *Performance Support Systems; University of Missouri Columbia

The College of Education, University of Missouri-Columbia is developing and testing a suite of tools that utilize the Internet and work as a system to support learning from field experiences. These tools are built to support preservice teachers, field-based mentors, and college faculty as they collaborate, engage in practice, document their efforts, share their experiences, and assess outcomes. The journal system enables preservice teachers to record their observations and reflections about experiences, maintain these records on a central server, and organize the records to meet a variety of needs. Among the resource types are World Wide Web pages, electronic messaging, and conferencing. The field test version of the journal system will implement a Macintosh client and Silicon Graphics Indy servers. The clients and servers communicate on the Internet using TCP/IP connections. Three figures present the opening screen, a journal entry, and an author profile. (Author/DLS)

This paper describes a tele-educational environment and reports on experiences obtained during international trials. The tele-educational environment is built around the metaphor of a college. The virtual college offers the opportunity for students to participate in desktop tele-education from their homes or offices. The environment is based on Internet technology, and the user interface is a common World Wide Web browser. Students navigate through the virtual college by entering classrooms, group rooms, studies, and teacher offices. During breaks, students can visit a virtual tea room. The rooms are furnished with different tools according to the needs for each particular room. The feedback from experimenting with the virtual college in an international setting has been encouraging. The concept was well accepted by the students. They quickly become familiar with the environment, the learning effect was good, and they appreciated the attempts to introduce social ingredients into this virtual environment. One figure presents the user interface to the virtual college. (Author/AEF)

Hiltz, Starr Roxanne

Collaborative Learning in Asynchronous Learning Networks: Building Learning Communities.

PUB DATE- 98

NOTE- 8p.; In: WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998); see IR 019 231.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community; *Computer Assisted Instruction; *Computer Mediated Communication; Conventional Instruction; *Cooperative Learning; *Distance Education; Higher Education; Instructional Design; Instructional Effectiveness; Interaction; *Interpersonal Relationship; Learning Strategies; Online Systems; Research Needs; Small Group Instruction; Teacher Role; Teaching Methods; Teaching Models; World Wide Web

IDENTIFIERS- *Asynchronous Learning Networks; Collaborative Learning; New Jersey Institute of Technology; Pennsylvania State University; Virtual Classrooms

One of the potential negative effects of online courses is a loss of social relationships and a loss of the sense of community that is usually present on a traditional campus. This paper presents evidence that collaborative learning strategies, which require relatively small classes or groups actively mentored by an instructor, are necessary in order for World Wide Web-based courses to be as effective as traditional classroom courses. The nature of collaborative learning versus other models, as well as some of the issues raised by Web-mediated education are reviewed. Results of recent studies at the New Jersey Institute of Technology and Penn State, indicating that collaborative learning is important to the success of asynchronous learning networks (ALNs) in creating positive outcomes for students, are summarized. The paper concludes that the question of how to build and sustain online learning communities is a prime area where researchers on ALNs ought to be focusing their efforts. (Contains 13 references.) (Author/AEF)

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer System Design; *Cooperative Learning; Distance Education; Foreign Countries; Higher Education; Hypermedia; *Information Networks; Information Technology; Interaction; *Open Education; Open Universities; Telecommunications; World Wide Web

IDENTIFIERS- Finland; *Learning Environments; Virtual Classrooms; *Virtual Universities

The rapid development of modern information and communications technologies has opened new possibilities for establishing and delivering distance learning. In addition, the new learning paradigm based on cognitive learning theories can emphasize the quality of the learning process. The open learning environment that utilizes modern communications and information technologies can be described as a virtual organization. Virtual organization is a construct that provides services to the public by examining potential clients and service providers and dynamically assigning services to the clients. This paper discusses the application of virtual organizations to virtual learning structures such as virtual classrooms and virtual universities. As an example of a virtual classroom, a hypermedia course was implemented by the Finnish Open Technical University using the computer supported collaborative software (CSCW) called Basic Support for Collaborative Work (BSCW) and the World Wide Web. Experiences from the course are presented. Two figures present a network-based learning environment and a BSCW screen. (Author/AEF)

Approach; *Learner Controlled Instruction; Microcomputers;
Political Science; World Wide Web
IDENTIFIERS- *Acadia University NS; Access to Technology;
Connectivity; Digital Technology; Laptop Computers

Acadia University is the first "laptop" university in Canada. The Acadia Advantage program has each incoming student and each faculty member equipped with a laptop computer. In addition, classrooms, library, residence rooms, and common areas are wired so that the network is accessible both in and out of classrooms. This initiative has been accompanied by a paradigm shift from teacher-centered to learner-centered instruction. This paper describes one example of the new class of learning support tools that are needed to take advantage of the reality of student-centered, mobile technology. The technology is used to integrate the student experience inside and outside the classroom, and perhaps more importantly, within the campus community and the world. The Digital Agora, which is now being used in three political science courses at Acadia (International Politics, Peace Studies, and Introductory Political Science) is an ambitious interdisciplinary project that provides pedagogical support for the understanding and analysis of complex issues in the social sciences, using the World Wide Web for connectivity both on and off campus. Contains 10 references. (Author/AEF)

activities, and links to external Web sites. Top stories include: introduction of the Euro; Senate prepares for the President's impeachment trial; the Clinton Administration announces a policy change towards Cuba; Senate convenes for the trial of the President; the trial of President Clinton formally begins (January 4-8); House managers and White House lawyers prepare for the trial of President Clinton in the Senate; the prosecution and defense submit their summaries in the impeachment case against President Clinton; the war of words between the White House and the prosecution; the Senate becomes the setting for the second impeachment trial in history; and the House managers begin their case on this first day of impeachment proceedings (January 11-15); the White House defense team presents its case to the Senate; Yugoslav authorities defy demands for an investigation into Friday's massacre in Kosovo; President Clinton delivers his State of the Union Address to Congress; the White House continues its defense before the Senate; and Yugoslav authorities crack down on rebel forces in Kosovo (January 18-22); the Senate could dismiss the impeachment case or call witnesses; the Senate meets to consider possible courses of action in the impeachment trial; the battle over witnesses continues in the impeachment trial; the Senate votes to continue the impeachment trial with witnesses; and Republican senators feel political heat as they determine the next step in the impeachment trial (January 25-29). (AEF)

continue to serve the research needs of scholars." Five areas of concern for the future of research libraries emerged: (1) research libraries should amass collections of deep relevance in a coordinated fashion, encompassing information resources in both digital and traditional formats; (2) institutions must invest fiscal and other resources to make unique or special collections more broadly accessible. Faculty are urged to make increased use of primary source materials to develop critical thinking in students; (3) library organizations and learned societies should explore the possibilities of exploiting and managing intellectual property to yield greater benefits to the scholarly communities; (4) institutions of higher education and research should place more emphasis on training and support for faculty use of information and instructional technologies; (5) There is too little sharing of information to enable the scholarly community to participate in the philosophical and policy issues arising from the use of information technology in research and teaching, as well as in libraries. Appendices include a list of participants, recommendations, ACLS-CLIR Program Initiatives; and other ACLS-CLIR projects. (Author/AEF)

This study examines the association between the number of study group sessions a student attends, the student's attitude toward these sessions, and expected grade for the class. Seven hundred and two students participated in the study, 30% of whom never attended a study group session. Of the remaining 70% who did participate, 24% attended five or more sessions, 27% attended three to four sessions, and 17% attended one to two sessions. Out of the twenty-eight classes that were surveyed at Oakland Community College (Michigan) over a 2-year period, Introduction to Psychology had the highest participation rate in the study group (18%). At the end of each semester, students were asked to fill out a questionnaire regarding the study group sessions. Fifty percent of the students who attended the sessions said that they were "extremely helpful," and 33% responded "very helpful." "Somewhat helpful" and "not helpful at all" accounted for 3% combined. Data from the attendees and non-attendees were compared, and overall, students who attended the study groups and perceived their group leader as effective expected higher grades. Tables 1 and 2 indicate the frequency of attendees by course, and the correlation between the number of sessions attended and the perception of helpfulness and expected grade. (AS)

literature review; literature review topic index; annotated bibliography; Web sites; and a list of associations, organizations, and consortia. (AS)

ED 427 823   JC 990 126

Raby, Rosalind Latiner
California Colleges for International Education (CCIE) Annual Report: 1997-1998. Executive Summary.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Curriculum Development; Distance Education; Educational Objectives; *Exchange Programs; *Institutional Mission; *International Education; Program Development; *Study Abroad; Two Year Colleges
IDENTIFIERS- *California Colleges for International Education

This report presents data on international programs and activities at colleges belonging to the California Colleges for International Education (CCIE) consortium. Programs detailed include: (1) faculty/staff exchange; (2) international curriculum; (3) international development; (4) international economic development; (5) international student; (6) international virtual university/distance education; and (7) student study abroad. Data were collected from the 58 member colleges (53 of whom responded) via a survey regarding international activities in which they were engaged during the 1997-98 academic year. Key findings include: (1) all colleges offer some type of international education program; (2) thirty colleges explicitly mention international education in their mission statements; (3) CCIE colleges have academic or business connections in 35 countries; (4) forty-seven colleges conduct study abroad and/or work abroad programs; (5) twenty-one colleges have international distance learning programs; and (6) fifteen colleges have sister-city connections. Included is a chart illustrating international education progress made by CCIE colleges during 1997-98. (EMH) policies and community action models, including the CDF annual conference, Child Watch, Black Community Crusade for Children, Freedom Schools, Haley Farm, and National Observance of Children's Sabbaths. The fourth section, "1996 Financial Report," provides an accounting of revenues and expenses and the general financial position of the organization. The fifth section, "Donors," provides an accounting of corporate and individual donors, bequests, and memorial contributions. The report concludes with a list of the CDF Board of Directors and Department Directors. (SD)

ED 427 843 PS 027 299

Children's Defense Fund Annual Report, 1997. Celebrating 25 Years.
PUB DATE- 98
NOTE- 64p.; For 1996 Annual Report, see PS 027 296.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Child Advocacy; Child Welfare; *Children; Donors; Lobbying; Program Evaluation
IDENTIFIERS- *Childrens Defense Fund; Financial Reports; Program Objectives; Program Review

This 25th anniversary annual report of the Children's Defense Fund (CDF) describes the work the organization has done to advocate for and educate the United States about the needs of children. The report begins by identifying the CDF's Board of Directors, Fund Management Team, dedication message from the CDF's current president, and the anniversary honorary committee. This is followed by a brief history of the CDF's institutional development on a yearly basis beginning in 1968 and ending with 1998. The report continues with a summary of award-winning public awareness campaigns including efforts to prevent teen pregnancy, child health, child care, and equitable treatment of children. The report then describes key 1997 CDF accomplishments including campaigns to end child poverty, child health promotion, and strengthening child advocacy. A listing of 1997 publications is also included. A listing of CDF State and Local Presence and Action Models includes ten state and local efforts. A description of the Black Community Crusade for Children is presented including how current activities address the project vision. The 1997 Financial Report section provides an accounting of revenues and expenses and the general financial position of the organization. The report concludes with an accounting of corporate and individual donors, bequests, and memorial contributions. (SD) reduced price lunch regulation updates, the Colorado Connection for Healthy Kids coordinated school health program, sugar in children's diet, and Olestra. The November/December issue discusses teenager's consumption of soft drinks, changes in child nutrition programs, the Handbook of Steam Equipment, the Colorado school breakfast program, marketing school menu changes, and school food service certification. (JPB)

ED 427 862 PS 027 355

Bernard, Stanley
Responsible Fatherhood and Welfare: How States Can Use the New Law To Help Children. Children and Welfare Reform Issue Brief 4.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Support; Economically Disadvantaged; *Fathers; Parent Responsibility; Parent Role; Public Policy; *State Legislation; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Abstinence Education; *Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The National Center for Children in Poverty(NCCP)has developed a series of issue briefs on the effects of welfare reform on children living in poverty. This issue brief is based in part on "Map and Track: State Initiatives to Promote Responsible Fatherhood," a report supported by The Annie E. Casey Foundation and prepared by NCCP in 1997. The issue brief expands on some of the information on federal changes in the welfare program presented in "Map and Track" and outlines the provisions in the PRA that are related to fatherhood. Of particular interest to educators will be the discussion of the provisions pertaining to "Abstinence Education" (p. 16). Also presented are ways states can help children by including responsible fatherhood as part of their welfare reform agenda. The issue brief takes into account the PRA's legislative emphasis on responsible parenthood and the role of noncustodial and nonresident fathers as economic providers for their children. Main sections of the issue brief are: (1) "What We Know about Low-Income Fathers"; (2) "Fathers as Economic Providers"; (3) "Engaging Fathers in the Nurturing of Their Children"; (4) "Evaluating the Effectiveness of Father-Related State Policies"; and (5) "A Framework for States to Analyze the Implications of the Fatherhood-Related Provisions in the PRA." The brief concludes with a glossary of welfare reform terms. (EV) amount of involvement is needed to affect children's academic and developmental progress, because behavior categorized in the study as "high" involvement was a small increment over no involvement. (Contains 8 references.) (EV)

ED 427 881 PS 027 384

Hyun, Eunsook
Exploring Developmentally and Culturally Appropriate Practice (DCAP) through a Nationwide Collaborative Teacher Preparation Project.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Toronto, Ontario, Canada, November 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culturally Relevant Education; Early Childhood Education; Higher Education; Models; Preschool Teachers; Program Descriptions; *Teacher Education; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Developmentally Appropriate Programs

This paper describes the theoretical underpinnings of a nationwide collaborative research project to develop an early childhood teacher preparation model for developmentally and culturally appropriate practice (DCAP). It notes that this model allows prospective teachers to identify their own cultural and ethnic backgrounds and to understand cultural diversity while helping them learn to be sensitive to the cultural backgrounds and characteristics of their future students. The knowledge foundation for DCAP is delineated as including developmentally appropriate practice, multicultural education goals, the anti-bias curriculum, and culturally congruent critical pedagogy a process that helps future teachers reflect on using children's backgrounds as an instructional tool. The paper concludes with a summary of an interactive symposium describing the project and presenting insights and results obtained over the 3 years of the project. (Contains 23 references.) (KB) setting the tone, preparation, trail activities, wrap-up, extensions (additional thematic activities), and book links (fiction, poetry, and nonfiction supplementary readings). Hike themes include color in nature, how animals use their sense of smell, natural sounds, textural differences of natural objects, bird watching, trees, weather, how rocks reveal Earth's history, treasure hunt, and conservation. Chapter 13 gives detailed instructions for designing a hike: (1) collecting topics based on science and social studies areas; (2) collecting ideas connected with the chosen topic; (3) focusing on practical ideas, needed materials, time requirements, and group management; (4) step-by-step notes for routes, stops, and activities; and (5) leader evaluation. (SAS)

intergroup relations in school and community, and cross-cultural communication and learning. The study suggests that while an initial premise of fluidity and complexity in understandings of culture is present in academic and community sources, so too are principles of constancy that emphasize relatedness. In order that these principles may promote understandings of culture in the teaching of culture, a revisionary perspective is needed towards the canon (particularly the sources of knowledge to be regarded as authoritative) and towards the research, interpretation, and representation of understandings of culture. The development of a "language for being related" is suggested as one way in which teacher and researcher understandings of culture might embrace diversity and equity issues in curriculum. This language would include the following principles: adopting a global perspective of culture that honors the particularities of local context; incorporating many ways of knowing culture and expressing that knowing; seeking non-oppositional ways of interpreting cultural difference; upholding the view that the teaching of culture is a collaborative holistic project where learning takes place in many ways with many teachers; affirming the coexistence of change and constancy in understandings of culture; and making explicit the teacher's curricular contribution to understandings of culture. Contains 47 references and a glossary. (TD)

Coleman's definitions of financial, human, and social capital in the student's environment, social capital being the norms, social networks, and social relationships that benefit the child. Confirmatory factor analysis was used to operationalize social capital in home and school. Social capital of the home was measured by 12 survey variables focusing on parental expectations and involvement in student's high school activities. Social capital in school was measured by six variables related to teacher and guidance counselor influences. Data were examined for 1,658 Latino and non-Latino White sophomores in 13 western states, and for 1,329 of these students still in school 2 years later. Scholastic performance was measured by grade point average and by educational attainment 6 years after the sophomore survey. Educational attainment was lowest for students in vocational programs, whether Latino or White, a finding not fully explained by socioeconomic status (SES). White students in vocational programs had less social capital from home than Latinos in college-bound programs, and slightly less social capital from home than Latinos in vocational programs. Findings were similar for social capital from school. The study concludes that the social capital of home and school environments is very important in determining educational outcomes of both White and Latino youth, holding SES constant. Suggestions are offered for improving social capital formation in public schools. (Contains 28 references.) (SV)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Doctoral Degrees; *Engineering Education; *Females; Higher Education; Masters Degrees; *Minority Groups; Nondiscriminatory Education; *Science Education; *Sex Fairness; Undergraduate Study
IDENTIFIERS- Gender Gap

Participation of women and minorities in science and engineering (S&E) higher education continues to rise, yet this involvement is not yet equivalent to their representation in the U.S. population of 18-30-year-olds. This data brief gives statistical information on enrollment and degree attainment among women and minorities at the undergraduate and graduate levels in 1995 and also compares trends in the data from 1985-1995. The number of S&E bachelor's degrees earned by women and underrepresented minorities increased between the 1980s and mid-1990s. Although still underrepresented in S&E in 1995, the number of S&E bachelor's degrees received by women (175,931) was a 36-percent increase over the number earned a decade earlier (128,871). The number of underrepresented minorities earning S&E doctorates rose 68 percent from 711 in 1985 to 1,194 in 1995. (Author/WRM)

IDENTIFIERS- *Colorado; Mathematical Communication

The Colorado Model Content Standards for Mathematics were designed to serve as a guide for school districts as they define standards that will enable every Colorado student to develop the mathematical literacy needed for citizenship and employment in the 21st century. A new vision is provided of the content students should study in order to achieve the six goals of becoming mathematical problem solvers, learning to communicate mathematically, learning to reason mathematically, making mathematical connections, becoming confident of their mathematical abilities, and learning the value of mathematics. Six standards are presented with their rationale and specific expectations for students completing grades K-4, 5-8, and 9-12. (ASK)

ED 427 977 SE 062 282

Colorado Model Content Standards: Science.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Biological Sciences; *Earth Science; Elementary Secondary Education; Interdisciplinary Approach; *Physical Sciences; *Science Curriculum; Science Education
IDENTIFIERS- *Colorado

The Colorado Model Content Standards for Science specify what all students should know and be able to do in science as a result of their school studies. These standards reflect high expectations and outline the essential level of science knowledge and skills needed by all citizens to participate productively in an increasingly technological society. Six standards are presented with their rationale and specific expectations for students completing grades K-4, 5-8, and 9-12. (ASK)

constitution and can provide students some choice in assignments related to particular purposes or subject matter. In a problem-or-issues-focused unit the teacher can allow for student discretion in the matter of selecting problems to study. If relations among students or between teachers and students are not going well, the teacher can solicit student suggestions about the source and possible solution to the problem. The democratic classroom provides structured conditions for students to develop habits of reflective thinking that enable them to make informed decisions about pending personal and social actions. In a democratic classroom, all students are entitled to equal and fair treatment and to equal opportunity to contribute to group decisions and class discussions. Commitment to the principle of individualism requires that the democratic classroom experience dignifies the integrity of the individual learner. The teacher cultivates self control and self discipline in students by providing them structured opportunities to exercise these habits. Contains 11 references. (BT)

Articles on Peace Education. A Selective Bibliography with a Focus on the Last 25 Years. Peace Education Miniprints No. 91.

PUB DATE- 98
NOTE- 58p.; For Peace Education Miniprints No. 90, see SO 029 542.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Global Education; Higher Education; *International Relations; *Peace; Prosocial Behavior; Social Studies; *World Affairs
IDENTIFIERS- *Peace Education

This bibliography lists examples of journal articles and chapters in edited books dealing with peace education; some separate prints of article size also are included. The major focus of the bibliography is on materials in English, German, and the Scandinavian languages from the last 25 years. Titles of articles are given in the original language if the original language is English, French, or German, no translations are provided, but in the case of other original languages, a translation of the title into English is added in square brackets. The bibliography contains over 600 citations. (BT)

regular and special education) were asked to participate in the study. The study examined the interns' ability to appropriately assess their students' performance on the lesson objectives. Participants completed the research instrument. Data analysis indicated that 23-68 percent of the assessment plans, written by the first-year teachers, were appropriate for their lesson objectives. Raters representing regular education considered 47-68 percent of the lesson objectives to have appropriate assessment plans. Raters representing special education ranked 23-68 percent of the assessment plans to be appropriate. The results show that from 1/3-3/4 of first-year teachers do not assess their instructional objectives appropriately. The research instrument is included in a table. (SM)

ED 428 038 SP 038 320

Davis-Wiley, Patricia; Cozart, Angela Crespo
Are Two Instructors Better Than One? Planning, Teaching and Evaluating a Deux.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Feedback; Graduate Students; Graduate Study; Higher Education; Student Attitudes; Student Evaluation; Teacher Collaboration; Teacher Student Relationship; *Team Teaching

This paper discusses a study on the efficacy of co-teaching; reviews related literature on the topic of co-teaching at all levels (noting benefits, drawbacks, and necessary elements); presents the results of an open-ended survey conducted with students who were team-taught; and presents the co-teachers' reflections on the experience. The research study involved 62 graduate students pursuing a Masters of Science degree in Education at the University of Tennessee, Knoxville during 1998. During the last meeting of each of several team-taught classes, students completed an instrument that asked: (1) how they felt about having two instructors team teaching their class, (2) how having two instructors affected their understanding of the content presented, (3) how having two instructors affected their understanding of work assigned, (4) how they felt about having two instructors to evaluate their work, and (5) other comments. Results indicated that students felt they greatly benefited from being team-taught and expressed a positive reaction to the experience. Generally, students felt that having two instructors enhanced the evaluation process, though some were confused over the evaluation of their work in this situation. (Contains 28 references.) (SM)

Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; *Cognitive Style; College Students; *Diversity (Student); Higher Education; Thinking Skills

This paper discusses the importance of considering individual learning styles when teaching college students. Today's college students represent a broad spectrum in terms of age, experience, culture, ethnicity, and level of preparedness, and it is a challenge for instructors to meet the needs of all students. There are five strands that affect learning (environmental, emotional, sociological, physiological, and processing styles). A review of research on learning styles suggests that there are significant gains over time and at all school levels when teaching focuses on individual learning styles. Contract Activity Packages (CAPs) are an innovative strategy that can address the different needs of today's students, providing flexibility that allows students and faculty to further explore their own interests while capitalizing on their learning style strengths. This paper describes what workshop session participants will be expected to understand (awareness of learning styles as a concept, ability to question the construction of their current syllabi, ability to gain new ideas regarding addressing students' diverse needs, and ability to obtain information on the specific benefits of CAPs). Methods for accomplishing the goals include a visual display with parts of a CAP illustrated, actual examples and hands-on examination of CAPs, manipulatives that reinforce various possibilities for successfully using CAPs, and reference materials on learning style research. (Contains 9 references.) (SM)

Education" (Wong); (15) "Early Childhood Evaluation and Policy Analysis: A Communicative Framework" (Wallat and Piazza); (16) "Staffing Up and Dropping Out" (Felter); (17) "Academic Freedom, Promotion, Reappointment Tenure and The Administrative Use of Student Evaluation of Faculty (Part II)" (Haskell); (18) "Academic Freedom, Promotion, Reappointment, Tenure and The Administrative Use of Student Evaluation of Faculty (SEF): Part III" (Haskell); (19) "Comprehensive Study of Factors Impacting Perceived Quality in School Organizations" (Poston), Jr.; (20) "The Use and Abuse of Socrates in Present Day Teaching" (Rud, Jr.) and Commentary ; (21) "Academic Freedom, Promotion, Reappointment, Tenure and The Administrative Use of Student Evaluation of Faculty (SEF): Part IV" (Haskell); (22) "Changing Definitions and Off-Loading Responsibility on Alberta's Post-Secondary System" (Barnetson). (SLD)

ED 428 076 TM 029 476

Kurz, Terri Barber
A Review of Scoring Algorithms for Multiple-Choice Tests.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Guessing (Tests); *Item Response Theory; *Multiple Choice Tests; Scores; *Scoring; Validity
IDENTIFIERS- Partial Credit Model; Partial Knowledge (Tests)

Multiple-choice tests are generally scored using a conventional number right scoring method. While this method is easy to use, it has several weaknesses. These weaknesses include decreased validity due to guessing and failure to credit partial knowledge. In an attempt to address these weaknesses, psychometricians have developed various scoring algorithms. This paper provides an overview of the different scoring algorithms that correct for guessing and award credit for partial knowledge. Included in the overview is an explanation of the scoring formulas as well as a brief summary of the literature regarding the utility of each algorithm. Formula scoring methods and formula scoring with Item Response Theory are discussed. The following methods for awarding credit for partial knowledge are also reviewed: (1) confidence weighting; (2) answer-until-correct scoring; (3) option weighting; (4) elimination and inclusion scoring; and (5) multiple-answer scoring. (Contains 21 references.) (Author/SLD) enlarging/reducing activity under different tool conditions: once using a ruler, once using graph paper, and once using a moveable replica of the letter F. Three principal features of children's activities were analyzed: (1) the accuracy of children's constructions; (2) the ways children incorporated the tool into their problem solving; and (3) children's scale-linked understandings. Statistical analysis revealed that children's accuracy, their tool-using activity, and their scale understandings shifted with age, and these shifts interacted with the difficulty of the scale task (enlarging vs. reducing the F) and tool condition (replica vs. graph paper vs. ruler). Results support L. Vygotsky's work on tool use illustrating the development of sign operations, but his analysis is extended to incorporate children's conceptual understandings in the development process. An appendix contains three tables of means and standard deviations of study variables. (Contains 5 tables, 10 figures, and 53 references.) (Author/SLD)

ED 428 098 TM 029 499

van der Linden, Wim J.
Optimal Assembly of Tests with Item Sets. Research Report 98-12.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Item Banks; *Selection; *Test Construction; Test Items
IDENTIFIERS- *Integer Programming; Law School Admission Test

Six methods for assembling tests from a pool with an item-set structure are presented. All methods are computational and based on the technique of mixed integer programming. The methods are evaluated using such criteria as the feasibility of their linear programming problems and their expected solution times. The methods are illustrated for two item pools with a set structure from the Law School Admission Test (LSAT). The methods are: (1) simultaneous selection of items and sets; (2) simultaneous selection with pivot items; (3) all items per set selected; (4) decision variables for subsets (power set approach); (5) two-stage selection; and (6) two-stage selection (alternative version). (Contains 3 tables, 2 figures, and 12 references.) (Author/SLD)

ED 428 099   TM 029 500

van Krimpen-Stoop, Edith M. L. A.; Meijer, Rob R.
Person Fit Based on Statistical Process Control in an Adaptive Testing Environment. Research Report 98-13.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Goodness of Fit; Simulation
IDENTIFIERS- Paper and Pencil Tests; *Person Fit Measures; *Statistical Process Control

Person-fit research in the context of paper-and-pencil tests is reviewed, and some specific problems regarding person fit in the context of computerized adaptive testing (CAT) are discussed. Some new methods are proposed to investigate person fit in a CAT environment. These statistics are based on Statistical Process Control (SPC) theory. A technique from SPC that is effective in detecting small shifts in the mean of the variable being measured is the cumulative sum (CUSUM) procedure. How CUSUM is applied to CATs is outlined, and eight statistics are proposed to investigate the sum of consecutive negative or positive residuals. Two simulation studies evaluated the use of these eight statistics. Results show that the detection rates of these statistics are dependent on the type of aberrance simulated. Conditions under which the statistics can be used or should not be used are discussed. (Contains 2 tables and 26 references.) (SLD)

ED 428 100   TM 029 501

Beguin, Anton A.; Glas, Cees A. W.
MCMC Estimation of Multidimensional IRT Models. Research Report 98-14.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Bayesian Statistics; *Estimation (Mathematics); *Item Response Theory; *Markov Processes; *Monte Carlo Methods; Simulation
IDENTIFIERS- Gibbs Sampling; *Multidimensionality (Tests); Two Parameter Model

A Bayesian procedure to estimate the three-parameter normal ogive model and a generalization to a model with multidimensional ability parameters are discussed. The procedure is a generalization of a procedure by J. Albert (1992) for estimating the two-parameter normal ogive model. The procedure will support multiple samples from multiple populations and restrictions on the factor matrix for testing specific hypotheses about the ability structure. The technique is illustrated using simulated and real data. A Markov chain Monte Carlo (MCMC) procedure is used to sample the posterior distributions of interest and needed chains are constructed using the Gibbs sampler (A. Gelfand and A. Smith, 1990). (Contains 8 tables and 47 references.) (Author/SLD)

ED 428 101   TM 029 502

Glas, Cees A. W.; Vos, Hans J.

ED 428 122 TM 029 593

Sireci, Stephen G.; Wiley, Andrew; Keller, Lisa A.
An Empirical Evaluation of Selected Multiple-Choice Item Writing Guidelines.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certified Public Accountants; Licensing Examinations (Professions); *Multiple Choice Tests; *Test Construction; Test Items
IDENTIFIERS- Large Scale Assessment

Seven specific guidelines included in the taxonomy proposed by T. Haladyna and S. Downing (1998) for writing multiple-choice test items were evaluated. These specific guidelines are: (1) avoid the complex multiple-choice, K-type format; (2) state the stem in question format; (3) word the stem positively; (4) avoid the phrase "all of the above"; (5) avoid the phrase "none of the above"; (6) avoid specific determiners such as "always" or "never"; and (7) keep the length of options fairly consistent. These guidelines were evaluated by comparing statistical indices of item quality across items that do and do not violate one or more of these guidelines. The items and their statistics were taken from a recently administered, high-stakes, large-scale licensure examination, the Uniform Certified Public Accountant Examination. Only 1 of the 285 items evaluated violated the guidelines to avoid the phrases, "none of the above" and "all of the above"; and the determiners, "always" and "never." The only guideline supported by the data was avoiding the K-type item, since K-type items on this test tended to be more difficult and to have lower discrimination statistics. Results do not support the "state the stem in the question" guideline. Relatively few items violated more than one guideline. (Contains 8 tables and 10 references.) (SLD)

ED 428 123 TM 029 595

McCormick, Alexander C.
Credit Production and Progress toward the Bachelor's Degree: An Analysis of Postsecondary Transcripts for Beginning Students at 4-Year Institutions. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Records; *Bachelors Degrees; *College Students; *Credits; *Educational Attainment; *Graduation Requirements; Higher Education
IDENTIFIERS- High School and Beyond (NCES)

This report uses postsecondary transcript data for members of the High School and Beyond Sophomore Cohort (students who were sophomores in 1980) to examine progress toward the Bachelor's degree among high school graduates who expected at least a

ED 428 144 UD 032 813

Gallenstein, Nancy L.
Educational Challenges of Hispanics: Cultural Literature Review.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Failure; *Educational Attainment; Educational Research; Elementary Secondary Education; *Equal Education; Hispanic American Culture; *Hispanic Americans; Literature Reviews; *Low Achievement; Minority Groups; Teacher Student Relationship; Urban Schools
IDENTIFIERS- Latinos

Educational challenges of and reasons for minority students leaving school have repeatedly been examined by researchers. This literature review includes a presentation on various historical theories that provide explanations concerning the success or failure of visible racial/ethnic minorities in United States schools. In addition, Hispanic cultural studies conducted on the elementary, middle, and high school levels by educators and anthropologists are presented. Instructional strategies and programs to engage minority students, teacher-student interaction patterns, and the role of the community and of parents in school involvement are discussed to shed light on the educational challenges faced by minority students, in particular, Hispanic students. (Contains 33 references.) (Author)

ED 428 145 UD 032 814

Riedinger, Susan A.; Aron, Laudan Y.; Loprest, Pamela J.; O'Brien, Carolyn T.
Income Support and Social Services for Low-Income People in New York. State Reports.
PUB DATE- 99
NOTE- 82p.; Part of the "Assessing the New Federalism" project, a study of the devolution of responsibility for social programs from the federal government to the states. This project receives support from numerous foundations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; Government Role; *Income; Integrated Activities; *Low Income Groups; Program Descriptions; *Social Services; *State Programs; *Training; Vocational Education; *Welfare Recipients
IDENTIFIERS- *New York; Welfare Reform

Case studies of the shift of social services from federal to state governments have been conducted in 13 states. The focus of this report is on income support and social services in New York in 1996. Basic income support programs, programs designed to lessen the dependence of families on government-funded income support, and the last-resort safety net of programs are described, with a focus on the baseline conditions of cash assistance and social services. Among the programs designed to lessen family dependence on government support are education and training programs. When site visits were conducted for the case study, New York had some 70 employment and training programs administered by 15 government agencies. The New York Department of Labor (DOL) administers the Job Training of immigrant students by schools and their performance on TAAS tests. (Contains 2 figures and 11 tables.) (SLD)

ED 428 166 UD 032 846

Project SAFE Alternative School, 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; Black Students; Disadvantaged Youth; Elementary Education; *Elementary School Students; *High Risk Students; *Nontraditional Education; Program Evaluation; *Program Implementation; Student Attitudes; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans; *Houston Independent School District TX

The Student Assistance to Further Education (SAFE) Alternative School was designed to provide academic and support services to eligible Houston Independent School District (HISD) (Texas) elementary school students at risk of expulsion. Students are referred to the school by school staff at participating schools or their parents. The program, which began in February 1997, was evaluated in its initial year of operation. Twelve students from 9 elementary schools participated. All were African Americans and all were eligible for free school lunches. The average attendance rate for these students was 92%, which exceeded the target attendance rate. Eleven of the 12 were promoted to the next grade, and 5 were recommended for the program for the following year. Students thought that the teachers were helping them, but 82% indicated that they would prefer their regular schools. Staff from the sending schools indicated that they would recommend the program to other schools. Recommendations are made for program continuation and improvement. Appendixes contain the parent, student, and referring school staff surveys and an alternative school referral form. (SLD)

ED 428 167 UD 032 847

Absent Student Assistance Program, Precinct 7, 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance Officers; Attendance Patterns; High School Students; High Schools; Home Visits; Middle School Students; Middle Schools; *Police; Police School Relationship; *Truancy; Urban Schools; Urban Youth
IDENTIFIERS- *Houston Independent School District TX

The Absent Student Assistance Program (ASAP) began as a collaboration between the one Houston (Texas) precinct and two middle schools to reduce unexcused absences. By 1996-97, the program had expanded to a second precinct and additional middle and high schools. Program implementation in Precinct 7 was evaluated for the 1996-97 school year. Schools provided precinct deputies with a list of absent students daily, and deputies then visited the students' homes in the evening to discuss the absence with student and parents and to plan needed

Adaptive Mastery Testing Using the Rasch Model and Bayesian Sequential Decision Theory. Research Report 98-15.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Bayesian Statistics; *Item Response Theory; *Mastery Tests; Simulation; Tables (Data); Test Items
IDENTIFIERS- Decision Theory; *Rasch Model; Sequential Data Analysis; Testlets; Three Parameter Model; Two Parameter Model

A version of sequential mastery testing is studied in which response behavior is modeled by an item response theory (IRT) model. First, a general theoretical framework is sketched that is based on a combination of Bayesian sequential decision theory and item response theory. A discussion follows on how IRT based sequential mastery testing can be generalized to adaptive item and testlet selection rules; i.e., to a situation in which the choice of the next item or testlet to be administered is optimized using the information from previous responses. The performance of IRT based sequential and adaptive sequential mastery testing is studied in a number of simulations using the Rasch model. The possibilities and difficulties of application of the approach in the framework of the two-parameter logistic and three-parameter logistic models is also discussed. (Contains 19 tables and 16 references.) (Author/SLD)

ED 428 102 TM 029 503

Fox, Jean-Paul; Glas, Cees A. W.
Multi-level IRT with Measurement Error in the Predictor Variables. Research Report 98-16.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Bayesian Statistics; Difficulty Level; *Error of Measurement; *Item Response Theory; *Predictor Variables; Regression (Statistics); Responses; Simulation
IDENTIFIERS- Gibbs Sampling; *Multilevel Analysis; Two Parameter Model

A two-level regression model is imposed on the ability parameters in an item response theory (IRT) model. The advantage of using latent rather than observed scores as dependent variables of a multilevel model is that this offers the possibility of separating the influence of item difficulty and ability level and modeling response variation and measurement error. Another advantage is that, contrary to observed scores, latent scores are test-independent, which offers the possibility of entering results from different tests in one analysis. Further, it will be shown through simulation that problems of measurement error in covariates in multilevel models can also be solved in the framework of IRT-multilevel modeling. The two-parameter normal ogive model is used for the IRT measurement model in this study, and it is shown that the parameters of the two-parameter normal ogive model and the multilevel model can be estimated simultaneously in a Bayesian framework using Gibbs sampling. Various examples using simulated data are given. (Contains 3 tables, 1 figure, and 28 references.) (Author/SLD)

Bachelor's degree, first enrolled at a 4-year institution, and had completed at least 10 semester credits by September 1993. On average, this group, which accounted for 59% of 1980 high school sophomores who had attended a 4-year institution by September 1980, completed about 27 semester hours in their first year. Students enrolled in private, not-for-profit institutions were more likely to complete at least 30 credits. Students' academic preparation and test scores were related to the number of credits they completed in the first year, as was their academic performance in the first year. The number of years students took to cross certain credit thresholds can be used to infer the minimum number of years a student would need to complete a 120- credit Bachelor's degree. Three of four students in the analysis completed a Bachelor's degree, and completion of the degree was more likely for students with higher grade point averages. Other factors related to credit completion are identified. Three appendixes contain reference tables, a glossary, and technical notes and comments on methodology. (Contains 13 tables and 5 figures.) (SLD)

ED 428 124 TM 029 596

Mislevy, Robert J.; Steinberg, Linda S.; Breyer, F. Jay; Almond, Russell G.; Johnson, Lynn
A Cognitive Task Analysis, with Implications for Designing a Simulation-Based Performance Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 61p.; Based on research conducted for the Dental Interactive Simulation Corporation (DISC) by the Chauncey Group International, Educational Testing Service, and the DISC Scoring Team.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Tests; *Computer Assisted Testing; Computer Simulation; *Dental Hygienists; Licensing Examinations (Professions); *Performance Based Assessment; Problem Solving; Simulation; *Test Construction

To function effectively as a learning environment, a simulation system must present learners with situations in which they use relevant knowledge, skills, and abilities. To function effectively as an assessment, such a system must additionally be able to evoke and interpret observable evidence about targeted knowledge in a manner that is principled, defensible, and fitting to the purpose at hand (e. g., licensure, achievement testing, coached practice). This article concerns an evidence-centered approach to designing a computer-based performance assessment of problem-solving. The application is a prototype licensure test, with supplementary feedback, for prospective use in the field of dental hygiene. A cognitive task analysis is described that is designed to: (1) tap the knowledge hygienists use when they assess patients, plan treatment, and monitor progress; and (2) elicit behaviors that manifest this knowledge. Results of the analysis, which involved 5 interviewers and 31 subjects, are summarized, and implications are discussed for designing student models, evidentiary structures, task frameworks, and simulation capabilities required for the proposed assessment. (Contains 3 tables, 7 figures, and 28 references.) (Author/SLD)

ED 428 125 TM 029 597

Partnership Act, which provides services to disadvantaged adults and youth and displaced workers, and state welfare-to-work programs. The DOL also administers the state's employment service and, through its Community Services Division, it administers school-to-work programs, employer services, and other workforce development initiatives. The New York Department of Education also operates some programs in conjunction with welfare-to-work efforts, including vocational programs in community colleges. Other departments administered various employment and training programs targeting specific populations, such as programs for substance abusers. New York is working toward transforming its employment and training system into an integrated statewide Workforce Development System, with a final report on planners' recommendations planned for fall 1997. Efforts in this direction reflect the three themes common to all New York social services: a strong safety net for low-income residents, the important role of local governments, and tensions between New York City and the rest of the state. (Contains 3 tables and 96 end notes.) (SLD)

ED 428 146 UD 032 817

Napoli, Sandra; Wong, Debbie
Access and Equity Guide for Services Working with Young People: How To Develop and Implement Your Own A&E Policy. Second Edition.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Equal Education; Foreign Countries; *Limited English Speaking; *Policy Formation; Urban Youth; Youth Agencies; *Youth Programs
IDENTIFIERS- *Australia (New South Wales)

The aim of this guide is to help youth services workers in New South Wales (Australia) develop and implement their own access and equity policy for their organizations. The focus is on addressing the access barriers to young people from a non-English speaking background, but many of the issues, strategies, and processes discussed are applicable to other groups of young people, especially those from minority groups. The Australian Federal Government has developed social justice and access and equity strategies to ensure that all Australians receive equal treatment and an equal share of resources to which they are entitled. The policy developed by the Youth Action and Policy Association, Inc., serves as an example to organizations needing to develop policies. Specific advice is offered for developing the background for the access and equity policy and writing the policy. A sample action plan is included, and 59 organizations, individuals, and publications are listed for further information. (SLD)

ED 428 147 UD 032 820

Gonzalez-Pando, Miguel
The Cuban Americans. The New Americans Series.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

assistance. The overall attendance rate in precinct schools went from 91% before the program to 93.6% in 1996-97. Deputies provided many additional services for the schools including an increased police presence at or near the schools. All four principals responding to the survey thought that the program improved attendance, and because the schools became eligible for state funds for improved attendance, the program generated funds above its costs. Recommendations for program improvement include better student address information and more home visits. (Contains 2 tables and 10 references.) (SLD)

ED 428 168 UD 032 848

Youth for Education and Success (YES), 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrators; Attendance; *Community Programs; *Dropouts; High Risk Students; *High School Equivalency Programs; *High School Students; High Schools; *Nontraditional Education; Standards; Urban Schools; Urban Youth
IDENTIFIERS- *General Educational Development Tests; *Houston Independent School District TX

Youth for Education and Success (YES) has contracted with the Houston Independent School District (HISD) (Texas) to provide a community-based alternative school for HISD students who have dropped out of school and are considered at risk. An evaluation of the program indicated that 9 of 118 enrolled students attained General Educational Development (GED) certification during the 1996-97 academic year, a figure that did not meet the program's stipulated performance standard. YES reported a program-wide average daily attendance rate of 53.9%, a level of compliance that did not meet the performance standard. The program director, staff, and surveyed students all reported satisfaction with the way in which the YES GED program was implemented. Recommendations are made for contract renewal negotiations that include accountability requirements for student attendance and accumulation of program hours before counting them as program participants. Recommendations are also made to amend performance standards for GED certification. Appendixes contain the teacher and student surveys. (SLD)

ED 428 169 UD 032 849

Multilingual Education Programs: 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; Achievement Tests; *Bilingual Education; Elementary Secondary Education; *English (Second Language); *Multilingualism; Program Evaluation; Spanish; Test Results
IDENTIFIERS- *Houston Independent School District TX; Texas Assessment of Academic Skills

To study the effectiveness of multilingual education programs in the Houston Independent School District (Texas), four groups of

ED 428 103 TM 029 504

Batchelder, Michelle L.
Austin Collaborative for Mathematics Education. 1997-1998 Annual Report. Publication Number 97.18.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Improvement; Educational Practices; Elementary Education; *Mathematics Education; *Mathematics Teachers; Peer Relationship; *Professional Development; Program Evaluation; School Districts; Special Education; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Austin Independent School District TX

In 1997 the Austin Independent School District (AISD) (Texas) launched the Austin Collaborative for Mathematics Education (ACME), a project funded by the National Science Foundation to improve mathematics education districtwide. The initiative provides all K-8 mathematics teachers in the district with long-term professional development and campus-based support to implement current national standards for mathematics curriculum and instruction. The teaching practices of teachers before and after participation in ACME programs were examined. A random sample of 248 mathematics teachers and 39 special education teachers returned completed questionnaires on attitudes toward mathematics reform, teaching practices, content knowledge, and demographic characteristics. Ten randomly selected classrooms and 3 special education classes were observed. During the ACME project's first year, teacher attitudes changed from anxiety to confidence and interest in mathematics reform. The investigative culture and design of ACME professional development were rated "effective" by teachers. Strong points included the professional community of learners ACME supported, and the responsiveness of the program to teacher concerns. Some challenges to the program were identified, and recommendations are made for program improvement. Appendixes contain the teacher questionnaire and study interview protocols. (Contains 1 figure, 5 tables, and 13 references.) (SLD)

ED 428 104 TM 029 505

Liberty, Paul
Title VII REFORMs: Rethinking Education for Minority Students. Evaluation Report, 1997-98. Publication Number 97.19.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Adult Education; Attendance; *Bilingual Education; Dropouts; English (Second Language); Faculty; Federal Aid; Grants; *Limited English Speaking; *Middle School Students; *Middle School Teachers; Middle Schools; Minority Groups; Parent Participation; Program Evaluation; Spanish; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VII

In 1997-98, the Austin Independent School District (AISD) (Texas) received a 2-year Title VII Enhancement Grant to serve limited-English-proficient (LEP) students and their teachers at Fulmore

Kupermintz, Haggai; Le, Vi-Nhuan; Snow, Richard E.
Construct Validation of Mathematics Achievement: Evidence from Interview Procedures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Construct Validity; *High School Students; High Schools; *Interviews; *Mathematics Achievement; Mathematics Education; Mathematics Tests; Multiple Choice Tests; Protocol Analysis

This study investigated the validity of measures derived from a large-scale multiple-choice achievement test in mathematics, using evidence from introspective think-aloud protocols of students as they attempted test items. A small-scale study of 21 local high-school students was conducted to identify and describe cognitive processes underlying their utility in supporting validity claims about the achievement dimensions tapped by the test. Differences and similarities in solution strategies and sources of knowledge used to solve items representing five achievement dimensions were examined. The results provide further evidence for the plausibility of interpretations of the dimensions derived from a large-scale factor analysis and support the conclusion that 12th-grade mathematics achievement is factorially and cognitively complex. Test scores that do not capture such complexity may mask important achievement information. (Contains 7 tables and 10 references.) (Author/SLD)

ED 428 126 TM 029 598

McIver, Monette Coleman; Wolf, Shelby A.
Writing Conferences: Powerful Tools for Writing Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 15p.; An earlier version of this paper was presented at the National Conference on Large Scale Assessment titled "From Rhetoric to Reality: Assessment Reform Gets Real" (Colorado Springs, CO, June 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Education; Feedback; Language Arts; *Questioning Techniques; State Programs; Testing Programs; *Writing Instruction
IDENTIFIERS- Kentucky Instructional Results Information System; *Writing Conferences

This report highlights one of six language arts case study teachers whose classroom was studied for a 2-day period to observe writing instruction, to ask questions about the Kentucky Instructional Results Information System assessments, and to talk with her students about their writing. In this paper, the focus is on questions and how this teacher's expert use of query gives her students the encouragement they need to make their writing flow as well as the capacity and skills to unplug the writing of their peers. This cycle informs her instruction and constitutes a major portion of her curriculum. The teacher's commitment to questioning embodies not only her

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cubans; *Cultural Background; Ethnic Groups; Foreign Countries; *Hispanic Americans; *History; *Immigrants; Immigration; Public Policy; Refugees
IDENTIFIERS- Cuba

The experiences of Cuban Americans, immigrants who often came to the United States reluctantly, are explored to introduce this prominent minority population to others. The following chapters are included: (1) "Historical Background"; (2) "Genesis of the Cuban Exile"; (3) "Development of the Cuban Exile Country"; (4) "Identity, Culture, and Exile Life"; (5) "The Emigres Economic Miracle"; (6) "Politics of the Emigres"; and (7) "Epilogue: The Cuban Exile Country in the Post-Castro Era." Appendixes contain a statistical summary of information, a summary of the stages of development of the Cuban "Exile Country," and a list of notable Cuban exiles. (Contains 6 tables and 58 references.) (SLD)

ED 428 148 UD 032 821

Sanders, Mavis G.; Epstein, Joyce L.; Connors-Tadros, Lori
Family Partnerships with High Schools: The Parents' Perspective. Report No. 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family School Relationship; High School Students; *High Schools; Parent Attitudes; *Parent Participation; *Parents; *Partnerships in Education; Regression (Statistics); Rural Schools; Suburban Schools; Urban Schools

This study analyzes survey data from 423 parents at 6 high schools in Maryland--2 rural, 2 urban, and 2 suburban. Multiple regression analysis was used to explore the effects of the high schools' programs of partnership on parental attitudes and reports of involvement in their teens' learning both at home and at school. The findings show that parental attitudes toward school are positively influenced by schools' partnership programs. Further, the study suggests that different types of school practices result in different parental involvement behaviors. Specifically, parental reports of involvement at home are positively and significantly influenced by school practices that assist parenting and facilitate interactions with teens on learning activities at home. Similarly, parental reports of involvement at home are most strongly influenced by school practices to involve families. The results remain constant when controlling on family and student background characteristics such as race, gender, and academic performance, and on parental employment and educational background. It is concluded that high schools that develop strong programs of partnership that include practices for different types of involvement are likely to improve parental attitudes toward the school and encourage greater family involvement at school and at home. (Contains 5 tables and 26 references.) (SLD/Author)

ED 428 149 UD 032 822

Ashby, Suzanne; Garza, Cris; Rivas, Maggie
Public Deliberation: A Tool for Connecting School Reform and Diversity.

students were identified for the analysis of their Texas Assessment of Academic Skills (TAAS) results. These groups were: (1) students enrolled in bilingual education classes; (2) students in English as a Second Language (ESL) classes; (3) former bilingual education students who had exited the program; and (4) former ESL students who had exited the program. Of the current 12,017 students in grades 3 through 8, 70% participated in the TAAS state testing program, and 51% of the 9,032 current ESL students in grades 3 through 8 participated in the TAAS. Current bilingual education students passed the TAAS at rates between 66% and 74% for the three tests, and former bilingual education students performed well on the TAAS, with passing rates of 86% for each of the three tests. Current ESL students passed the TAAS at much lower rates, with 41% passing English, 35% passing writing, and 44% passing mathematics. Former ESL students performed above the district as a whole, with 81% passing reading, 71% passing writing, and 74% passing mathematics. Recommendations include securing increased participation of both bilingual education and ESL students in the TAAS. Three appendixes contain student results for the English TAAS for bilingual education and ESL students and bilingual education results for the Spanish TAAS for bilingual education students. (SLD)

ED 428 170 UD 032 850

Juvenile Justice Alternative Education Program, 1997-98. Research Report on an Educational Program .
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Attendance; Delinquency; *Expulsion; High Risk Students; *Juvenile Justice; *Nontraditional Education; Program Effectiveness; Program Evaluation; Secondary Education; Urban Schools; Urban Youth; Youth Problems
IDENTIFIERS- *Houston Independent School District TX

The Juvenile Justice Alternative Education Program was developed to provide an education for students who were expelled from school or who were adjudicated to attend an alternative school. The program was operated by the Harris County Juvenile Board, but the Houston Independent School District contracted with the county to place expelled students in the program. Operated at the Houston School for Accelerated Learning, the program was neither a residential nor a detention program. Program operation was evaluated for the 1997-98 school year. In fall 1997, there were 270 students, 48.9% of whom were African American, 46.7% Hispanic, and 4.4% White. The attendance rate for the school ranged from 87% to 89%. In the fall semester, 46.3% completed their term and returned to their home schools, but in the spring, only 17.7% completed their term and returned to their home schools. Recommendations for program improvement include taking measures to improve attendance rates and increase the numbers of students who return to their home schools. (Contains two tables and four references.) (SLD)

ED 428 171 UD 032 851

The Identification of Students Classified as Limited English Proficient (LEP): 1996-97. Research Report on an Educational Program.
PUB DATE- 97

Middle School. The Rethinking Education for Minority Students (REFORMs) grant was intended to enhance the existing English-as-a-Second-Language/Transitional Bilingual Education (ESL/TBE) Program through professional development, materials acquisition, and parent education. An evaluation shows that 29 teachers participated in at least 30 hours of professional development, and 24 of 26 tested teachers earned ESL certification, meaning that more than half of Fulmore's teachers have ESL certification. Professional development was facilitated through a variety of traditional and nontraditional activities. Fifty-four parents participated in adult ESL/General Education Development test activities, and seven parents participated in monthly meetings. In 1997-98, LEP students had higher percentage passing rates on four of nine comparisons from the Texas Assessment of Academic Skills, and project students in grades 6 through 8 scored at or near the national median on a Spanish test of content knowledge in mathematics, social studies, and science. Student attendance and dropout rates were also better than for comparable schools in the district. Recommendations are made for program improvement. Appendixes contain the professional development model, a description of professional development materials, and supplementary instructional materials. An outline of second-year activities is also attached. (Contains 11 tables.) (SLD)

ED 428 105   TM 029 570

OERI Reauthorization. Working Papers.
SPONS. AGENCY- National Educational Research Policy and Priorities Board (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Innovation; *Educational Research; Federal Government; *Federal Legislation; Government Role; *Information Dissemination; *Organizational Change; *Research and Development; Research Methodology
IDENTIFIERS- *Office of Educational Research and Improvement; *Reauthorization Legislation

Five background papers were produced for the Research, Development and Dissemination System Committee of the National Educational Research Policy and Priorities Board in preparation for the proposed reauthorization of the Department of Education's Office of Educational Research and Improvement. The first paper, "Shaping the Future of Educational Research, Development, and Communication," describes and assesses the current system of educational research and development. The second paper, "The Educational Research, Development, and Dissemination System: An Analytic Mapping," explores the characteristics of the educational research and development system and the issues involving it. The third paper, "The Needs, Demand for, and Supply of Educational Research, Development, and Dissemination," provides a more detailed analysis of the nature of the research, development, and dissemination (RD&D) work required and demanded versus what is actually delivered. The fourth paper, "Comparison of Selected Federal RD&D Styles," considers alternative styles for the conduct of federal RD&D, focusing on the cognitive science program of the Office of Naval Research and the learning disabilities and reading program of the National Institute of Child Health and Human Development. The final paper, "A Review pedagogical content but her special stance as a curious and critical reader. The students' responses to their teacher's questions give the teacher the feedback she needs to decide when and how to incorporate different illustrations and examples into her teaching that will help her students become better writers. (Contains 1 figure and 12 references.) (SLD)

ED 428 127   TM 029 599

Borko, Hilda; Elliott, Rebekah
Tensions between Competing Pedagogical and Accountability Commitments for Exemplary Teachers of Mathematics in Kentucky.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 18p.; "An earlier version of this paper was presented at the National Conference on Large-Scale Assessment of the Council of Chief State School Officers" (Colorado Springs, CO, June 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Case Studies; Educational Change; Elementary Education; *Mathematics Instruction; *Portfolio Assessment; State Programs; Testing Programs
IDENTIFIERS- Kentucky Education Reform Act 1990; *Kentucky Instructional Results Information System; Reform Efforts

This paper presents a focused case study of Ann and Kay, a team of exemplary elementary teachers, as they worked to modify their mathematics instruction to be consistent with the goals of the Kentucky Education Reform Act and Kentucky Instructional Results Information System (KIRIS), its innovative high-stakes assessment system. At the time of the study, the mathematics component of KIRIS included three types of measures: open response items, multiple choice items, and mathematics portfolios (in a research and development phase), which together assessed students' understanding of concepts and procedures, as well as their ability to use this understanding to solve problems in other disciplines and real life. Teacher efforts to guide students' creation of mathematics portfolios and prepare them for the open response item format focused on increased attention to problem solving, mathematical communication, and connections to real world situations. They often found themselves faced with tensions and struggles as they attempted to put policy into practice without compromising their pedagogical goals and beliefs. In this case study, how the teachers worked with these tensions to create a successful reform-based mathematics program in their 4-5 classroom is discussed. (SLD)

ED 428 128   TM 029 600

Wolf, Shelby A.; McIver, Monette C.
Writing Whirligigs: The Art and Assessment of Writing in Kentucky State Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Change; Grade 7; Junior

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 89p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Cultural Differences; Decision Making; *Diversity (Student); *Educational Change; Elementary Secondary Education; Focus Groups; *Public Opinion; Urban Schools
IDENTIFIERS- Public Discourse

How public deliberation can be used to bring together schools and communities with linguistic and cultural diversity so that they can focus on educational reform is discussed. Public deliberation is described and its purposes reviewed. Three public engagement formats, forums and study circles, focus groups, and citizens' juries, are described. One in five school children comes from a home in which a language other than English is spoken, and shifting demographic patterns are already seen in U.S. urban schools. Public deliberation can bring diverse groups of people together to achieve understanding, if not consensus, on a range of educational issues. Appendixes contain a guide to the three dialogue formats, a guide to five dialogue organizations that provide training and technical assistance, and a list of resources, including articles about communities that have used public deliberation to change their schools. (Contains 22 references.) (SLD)

ED 428 150 UD 032 823

Behind the Charter School Myths. Research Paper Prepared for the National Issues in Education Initiative.
PUB DATE- 97
NOTE- 50p.; For the French version, see UD 032 824.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Change; Elementary Secondary Education; Foreign Countries; Political Influences; *Public Schools; *School Choice; School Effectiveness; *Urban Schools
IDENTIFIERS- Canada; Reform Efforts

The rapid expansion of charter schools would suggest that there is evidence of their effectiveness, but this is not the case. The lack of objective evidence of their success reinforces the claim that charter school reforms are political and ideological rather than educational reforms. The arguments in favor of charter schools have exploited some myths, and these myths have swayed some people whose goals are to strengthen the quality of public education. The following myths are addressed and countered: (1) there is a crisis in public education; (2) the charter school movement invented school choice; (3) charter schools make choice equally available to all; (4) the competition of market forces improves the quality of education; (5) charter schools improve curriculum, instruction, and student achievement; (6) charter schools promote equity; (7) results from charter schools have been favorable; (8) charter schools break the "gridlock" of bureaucracy; (9) teachers

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Classification; Disadvantaged Youth; Elementary Secondary Education; *English (Second Language); Hispanic Americans; *Identification; *Immigrants; *Limited English Speaking; Minority Groups; Resource Allocation; Tables (Data); Urban Schools; Urban Youth
IDENTIFIERS- *Houston Independent School District TX

Descriptive information is provided about students in the Houston Independent School District (HISD) (Texas) with limited English proficiency (LEP) and the educational programs designed to serve those students. In Fall 1996 the HISD identified 58,425 LEP students, of whom 94.9% reported Hispanic ethnicity. The remaining students reported over 60 different home languages. Of the total LEP students, 32,408 were served through bilingual education programs and 16,327 were served in ESL programs. Information is also provided about LEP student enrollment in the district's administrative divisions. Recommendations are made to improve and maintain student records to ensure the maximum allocation of state Bilingual Education funds and to recruit additional teachers to serve the increasing numbers of LEP students. An appendix shows LEP students by school. (Contains 1 figure and 10 tables.) (SLD)

ED 428 172 UD 032 852

School-to-Work Urban Opportunities Grant. Year Two: 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Career Education; Disadvantaged Youth; *Education Work Relationship; Elementary Secondary Education; Employers; Grants; Minority Groups; Program Evaluation; Socioeconomic Status; Student Attitudes; Teacher Attitudes; *Urban Schools; Urban Youth; *Vocational Education
IDENTIFIERS- *Houston Independent School District TX

The School-to-Work Urban Opportunities Program represents a 5-year commitment by the Houston Independent School District (HISD) (Texas) and the Houston Community College System to establish a program to facilitate students' development of the skills and abilities necessary to secure meaningful employment. The program involves one high school and its feeder middle school and elementary schools in career awareness and preparation programs. The second year evaluation continued to assess the formation and implementation of the program. The program serves a population of students who are predominantly of minority descent and from low socioeconomic background. Responses to student (n=66) and teacher surveys (n=20) indicated their recognition of the importance of such a program. The academic performance of students in the program schools increased in reading, writing, and mathematics. Employers (n=24) indicated that they generally found program students well prepared in terms of basic skills. Recommendations for program improvement center on better alignment of school-to-work activities and school district initiatives or programs. Appendixes contain the student survey of the Federal Role and the Department of Education Structure," summarizes the federal role in research, specifically in educational research, and the structure for fulfilling the research role in the U.S. Department of Education. (Contains 11 tables, 1 chart, 3 figures, and 47 references.) (SLD)

ED 428 106 TM 029 571

Wamboldt, Martina
Colorado Graduation Rates for Class of 1998. Annual Dropout Rates for Grades 7-12. Suspension and Expulsion Rates 1997-98.
PUB DATE- 99
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Rate; Dropout Research; Dropouts; Ethnic Groups; *Expulsion; Graduation; *High School Graduates; *Minority Groups; Nontraditional Education; Secondary Education; Secondary School Students; *Sex Differences; *Suspension; Tables (Data)
IDENTIFIERS- *Colorado

This report provides Colorado state summary tables and district reports of graduation rates, dropout rates, and suspension and expulsion rates for the Class of 1998. The Colorado graduate rate for the Class of 1998 is 80.1%, an increase of 1.6% points from the rate reported for the Class of 1997. This graduation rate represents all Colorado schools, including alternative schools. Thirty-four percent of all Colorado school districts had a graduate rate at or above 90% in 1998, a figure that was lower than that of 1995, when 38% of districts (66 districts) had a graduation rate at or above 90%. Female students continued to show a higher graduation rate than male students, and increases in graduation rate were seen for all ethnic groups, with the greatest increase for American Indian students and the smallest for White students. The dropout rate was 3.5% for the 1997-98 school year, a decrease of 0.1 percentage points from 1996-97. Approximately one fourth of the 1997-98 dropouts (23.5%) returned to school the following year. In 1997-98, 50,355 students were suspended from Colorado schools. Most of these students were male, and 57.4% were white. The vast majority were suspended for detrimental behavior. Some 2,085 students were expelled in the school year, with about 82% of these being male, and about 54% white. A question-and-answer section summaries information about graduates, dropouts, suspensions, and expulsions. (Contains 14 tables.) (SLD)

ED 428 107 TM 029 572

Idol, Lorna
Optional Extended Year Program. FEEDBACK. Publication No. 97.20.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; Elementary School Teachers; Extended School Day; *Extended School Year; *Grade Repetition; Mathematics Achievement; Parent Participation; Professional Development; Program Evaluation; Program Implementation; Reading Achievement; *Time Factors (Learning)
IDENTIFIERS- *Austin Independent School District TX

High Schools; *Performance Based Assessment; State Programs; Teacher Attitudes; Testing Programs; *Writing Instruction; Writing Tests
IDENTIFIERS- Kentucky Education Reform Act 1990; *Kentucky Instructional Results Information System

In 1990, the state of Kentucky created a new school system through the Kentucky Educational Reform Act (KERA). While KERA mandates wide-ranging progressive reform, testing through the Kentucky Instructional Results Information System (KIRIS) makes sure teachers get the job done. Though all Kentucky teachers are involved in writing, those at the 4th, 7th, and 12th grade levels are responsible for three basic student assessments: writing portfolios that contain students' original writing rather than specific prompts; open response questions in which students read short narrative or expository passages and answer related questions; and on demand writing, in which students have 90 minutes to plan, prewrite, draft, revise, and edit their response to a specific prompt. One exemplary seventh-grade teacher, Mr. Bass, is followed as he teaches the art of writing while simultaneously addressing the demands of the state evaluation. In this brief case study, researchers discuss the paradox that occurs as Mr. Bass teaches his students to think of writing in terms of language play, prior knowledge, and life connections as he also instructs them in how to share their art pragmatically through "real-world" assessments. (Author/SLD)

ED 428 129 TM 029 601

Koehler, Holly
ExceL through Innovation: Evaluation Report, 1997-98. Publication Number 97.16.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Change; Educational Finance; Elementary Education; *Elementary School Teachers; *Grants; Mathematics; Parent Participation; Principals; Program Implementation; Reading; School Districts; *Staff Development; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Academic Skills

The ExceL through Innovation grants program provides funding for elementary campuses to implement 4-year instructional and staff development programs designed to raise student achievement. All 66 campuses of the Austin Independent School District (Texas) received ExceL funding for the 1996-97 and 1997-98 school years, with the funded amount based, in part, on the number of reading and mathematics tests from the Texas Assessment of Academic Skills failed at the campus in 1994-95. In September 1997, the elementary school principals completed a benchmarks survey to clarify their ExceL benchmarks for the 1997-98 school year. Survey responses and the results of site visits were used to develop summaries of the ExceL program at each campus. Most campuses (82%) met some of their benchmarks, and 14% met all of their benchmarks in 1997-98. Campus instructional programs varied greatly in terms of content and degree of innovation, but 64% of programs focused on mathematics, and 55% focused on literacy. Parental involvement was a focus at 52%. Campus staff development programs varied, also reflecting the differences in funding amounts, but 67% of campuses included training in support charter schools; and (10) charter schools are an innovative educational reform. (Contains 67 references.) (SLD)

ED 428 151 UD 032 824

Derriere les mythes de l'ecole a charte. Document de recherche elabore dans le cadre de la campagne des Dossiers nationaux en education (Behind the Charter School Myth. Research Paper Prepared for the National Issues in Education Initiative).
PUB DATE- 97
NOTE- 50p.; For the English version, see UD 032 823.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Change; Elementary Secondary Education; Foreign Countries; French; Political Influences; *Public Schools; *School Choice; School Effectiveness; *Urban Schools
IDENTIFIERS- Canada; Reform Efforts

The rapid expansion of charter schools would suggest that there is evidence of their effectiveness, but this is not the case. The lack of objective evidence of their success reinforces the claim that charter school reforms are political and ideological rather than educational reforms. The arguments in favor of charter schools have exploited some myths, and these myths have swayed some people whose goals are to strengthen the quality of public education. The following myths are addressed and countered: (1) there is a crisis in public education; (2) thecharter school movement invented school choice; (3) charter schools make choice equally available to all; (4) the competition of market forces improves the quality of education; (5) charter schools improve curriculum, instruction, and student achievement; (6) charter schools promote equity; (7) results from charter schools have been favorable; (8) charter schools break the "gridlock" of bureaucracy; (9) teachers support charter schools; and (10) charter schools are an innovative educational reform. (Contains 67 references) (SLD)

ED 428 152 UD 032 825

Johnson, Addie M.
Meeting the Challenge: Moving towards an Improved Pennsylvania Charter School Program.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; *Diversity (Student); *Educational Change; Elementary Secondary Education; Public Schools; Standards; *State Legislation; Urban Schools
IDENTIFIERS- *Pennsylvania; *Reform Efforts

As the public clamors for better educational approaches to enable a diverse student population to meet newly designed academic standards, provide for more creative and innovative pedagogical strategies, and render a feasible option to regular public education, charter programs offer a viable alternative. Viewed as a venture capital investment, endorsement of charter schools across the U.S. represents an entrepreneurial school reform and responses, the teacher survey and responses, the employer survey and responses, and student academic performance data by school. (Contains nine tables and seven references.) (SLD)

ED 428 173   UD 032 853

Educational Learning and Enrichment Center (ELEC), Inc., 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; *Dropouts; Equivalency Tests; High Risk Students; High School Equivalency Programs; High School Students; *Nontraditional Education; Student Attitudes; Teacher Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- General Educational Development Tests; *Houston Independent School District TX

The Educational Learning and Enrichment Center (ELEC) entered into a contract with the Houston Independent School District (HISD) (Texas) to provide a community-based alternative education program for HISD eligible students who had dropped out of school and were considered to be at risk of not completing their basic education. The 1996-97 evaluation indicated that 296 students were enrolled in the high school equivalency (GED) program in the 1996-97 school year. Of that number, 177 obtained GED certification providing a certification rate of 60%. This exceeded the performance standard of 35%. Five students participated in ELEC's Texas Assessment of Academic Skills program, and these students remained at their home schools. ELEC exceeded the defined performance standard for participation in the various counseling programs. Overall, the program director, faculty members, and students surveyed indicated satisfaction with the ELEC GED program. Appendixes contain the student and faculty surveys. (Contains four tables and one reference.) (SLD)

ED 428 174   UD 032 944

Jordan, Will J.; Nettles, Saundra Murray
How Students Invest Their Time Out of School: Effects on School Engagement, Perceptions of Life Chances, and Achievement. Report No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Extracurricular Activities; *High School Students; High Schools; Participation; *Peer Relationship; *Student Attitudes; Student Employment; *Time Management
IDENTIFIERS- *Life Chances; National Education Longitudinal Study 1988; *Student Engagement

The purpose of this study is to examine the degree to which various kinds of out-of-school activities in which adolescents are involved influence their school engagement, achievement, and perceptions of their life chances. It was assumed that, since students spend more time on average outside of school than in school, how they use this time is bound to have an

The Optional Extended Year (OEY) program was initiated in Texas in 1995 and first implemented in the Austin Independent School District (AISD) in 1996. The primary focus of the OEY programs is to reduce student retention in grade through four school day options: (1) extended day; (2) extended week; (3) intersessions for year-round schools; and (4) summer school. In the 1997-98 school year, 43 elementary and 15 middle schools received OEY funding. Administrators and teachers in each program were asked to provide information about program operation and about students. In most schools, the OEY programs focused on reading and mathematics. Most students who attended were promoted to the next grade. There was considerable parent involvement in OEY programs. Recommendations for program improvement centered on implementing a standard curriculum targeting a specific area with a standardized pretest and posttest to measure student achievement. Professional development and increased parent participation are also recommended. (Contains four tables.) (SLD)

ED 428 108   TM 029 573

Annual Report on the Systemwide Outcome Measures: Success for Every Student Plan.
PUB DATE- 98
NOTE- 440p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Minority Groups; *Outcomes of Education; Standards; Suburban Schools; Tables (Data)
IDENTIFIERS- *Montgomery County Public Schools MD

The Montgomery County (Maryland) school system evaluated its Success for Every Student Plan, an initiative designed to bring all children in the county's schools, regardless of race or socioeconomic status, to the same high achievement levels. The program was evaluated through school system records with attention to 12 outcomes. An average of 60% of students in grades 3 through 8 reached the state proficiency standard on the mathematics criterion-referenced tests (CRT), and an average of 71% of students in these grades reached the reading CRT proficiency standard. Overall the average reading performance placed students in grades 3 through 8 at the 73rd to 79th percentile nationally, the highest range ever achieved. Improvements in the instruction of the average high school student were signaled by the fact that 69% of ninth graders completed Algebra I or a higher mathematics course, and 54% of all high school students took honors and advanced placement tests. The average Scholastic Assessment Test score of 1092 remained the highest in Maryland, with 77% of all 12th graders taking the test. All but one of the state standards of the Maryland School Performance Program were achieved by elementary and secondary schools. Attendance was high, and the dropout rate declined to 2%. All of these markers of success mean that Montgomery County is making progress toward its goal of success for every student. Data reports contain specific details about progress for the 12 outcomes measured. (Contains 37 tables.) (SLD)

ED 428 109   TM 029 574

mathematics and 50% included training in literacy. Recommendations for program continuation and improvement include suggestions for competitive grant allocations. Three appendixes contain information on program costs by campus for both school years and the study survey. (SLD)

ED 428 130 TM 029 602

Colorado State Student Assessment Program: CSAP Update. Numbers 1-5.
PUB DATE- 99
NOTE- 21p.; Updates for October and November are each numbered "3." Portions printed on colored paper may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Disabilities; Educational Assessment; Educational Planning; Elementary Secondary Education; *State Programs; *Test Results; Test Use; *Testing Programs
IDENTIFIERS- *Colorado

In 1998 the Colorado State General Assembly passed a bill that revised the schedule for implementation of the Colorado Student Assessment Program of state assessments. During the 1998-99 school year, the state assessment was to include third-grade literacy, fourth-grade reading and writing, and seventh-grade reading and writing. The newsletters in this collection report on the progress of these assessments and describe some results from 1998. They also describe plans for the 1999 assessments and discuss some commonly asked questions about the assessment program. The first three issues present information on the tests and plans for the program. Issue No. 4 discusses the inclusion of students with disabilities in the assessment program and situations that will allow students to be excluded. Issue No. 5 contains a capsule description of the program. (SLD)

ED 428 131 TM 029 603

Koretz, Daniel M.; Barron, Sheila I.
The Validity of Gains in Scores on the Kentucky Instructional Results Information System (KIRIS).
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Elementary Secondary Education; *Scores; State Programs; Tables (Data); Test Items; *Test Results; Testing Programs; *Validity
IDENTIFIERS- Kentucky; *Kentucky Instructional Results Information System; Teaching to the Test

Large gains in scores have been observed over the first years of the Kentucky Instructional Results Information System (KIRIS) program. The extent to which these gains in scores indicate that student learning improved was evaluated. Previous studies have suggested that KIRIS score gains might be appreciably inflated, something that might result from many factors, including familiarization with the assessment and inappropriate teaching to the test. External evidence of validity from the National Assessment of Educational Progress and the American which necessitates expansive and progressive charter school laws to facilitate their establishment and institutionalization. This article reviews Pennsylvania's recent charter school program in view of effective legislation enacted in other identified "strong" charter school states and presents policy recommendations for stronger legislative components based on successful prototypes. The prescriptions offered are meant not only to enhance Pennsylvania's legislation, but also have implications for other states considering the initiation of charter school programs. (Contains 40 references.) (Author/SLD)

ED 428 153 UD 032 829

Ten Ways Community Organizations Can Link Children to Medicaid (and Other Public Health Insurance Programs).
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; *Community Organizations; Elementary Secondary Education; Eligibility; *Health Insurance; *Information Dissemination; Outreach Programs; *Partnerships in Education; *School Community Relationship; Urban Schools
IDENTIFIERS- *Medicaid

Ten ways community organizations, which may include schools, can link children to Medicaid and other public health insurance programs are listed. They are: (1) disseminate information about the availability of health insurance for children in low-income families; (2) incorporate Medicaid income eligibility screening as part of the program's routine intake procedure; (3) work to make a facility a Medicaid outstation or arrange for visits from Medicaid enrollment workers; (4) conduct Medicaid outreach at special events and in unexpected settings; (5) share information and assist families in applying for Medicaid during home visits; (6) establish a telephone helpline; (7) enlist the support of the business community; (8) use the media to inform the public about the availability of health insurance for children; (9) establish partnerships with schools, which are important places for information dissemination; and (10) work with other organizations and agencies to improve outreach and referral services. (SLD)

ED 428 154 UD 032 830

Powell, John; Kay, Vina; Cleary, Shelly; Cooper, Kristin; Lydell, Lesley; Myall, Hilde; Owsowitz, Sarah E.; Craig, William; Martin, Judith; Mueller, Van; Bond, Connie; Jackson, Tisha; Crain, Robert
Examining the Relationship between Housing, Education, and Persistent Segregation.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- 97
NOTE- 81p.; Photocopied maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Economic Factors; *Educational Attainment; Elementary Secondary Education; *Housing; Inner City; Literature Reviews; Neighborhood Integration; *Racial Segregation; *Residential Patterns; Urban Areas; *Urban Problems
IDENTIFIERS- Minneapolis Public Schools MN; *Minnesota (Twin

impact on their school learning, school engagement, and whether their outlook toward the future is optimistic. Analysis of data from the National Education Longitudinal Study of 1988 for samples between 10,000 and 14,000 shows that student participation in structured activities and religious activities and time spent interacting with adults during 10th grade appear to have positive and significant effects on various educational outcomes by grade 12. Time spent "hanging out" with peers was consistently negatively associated with educational outcomes for the study sample, with few exceptions. The effects of time spent working for pay and time spent alone were somewhat inconsistent throughout the analysis. Analysis results have implications for after school and summer school policies and programs. An appendix describes the construction of study variables. (Contains 6 tables and 20 references.) (Author/SLD)

Lewin, Larry; Shoemaker, Betty Jean
Great Performances: Creating Classroom-Based Assessment Tasks.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Models; *Performance Based Assessment; *Teacher Made Tests; *Test Construction

This book presents an approach to developing performance assessments. It begins with four steps for "Info In" and moves to four "Info Out" modes through which students can make their content understanding explicit for evaluation purposes. The first chapter is an overview of performance assessment in the classroom. Chapter 2 discusses the "Info In" model and the key processes of reading, listening, manipulating, and viewing. Chapter 3 explores the first "Info Out" mode, visual representations. Chapters 4, 5, and 6 examine the three additional "Info Out" modes: writing; oral presentations; and large-scale substantive projects and performances. The final chapter summarizes strengths and weaknesses of classroom-based performance assessments. An appendix contains the "Oregon Writing Scoring Guide" for middle school. (Contains 64 figures and 23 references.) (SLD)

ED 428 110 TM 029 576

Assessment Standards for Missouri Public Schools.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Assessment; Elementary Secondary Education; Models; Performance Based Assessment; *Public Schools; State Legislation; State Programs; *Test Construction; Test Use
IDENTIFIERS- *Missouri

This document describes state and local elementary and secondary education standards developed for academic achievement and assessment of student progress in Missouri. In response to the Outstanding Schools Act of 1993, the Show-Me Standards were established to represent knowledge students should acquire and how they should be able to communicate and apply it. Curriculum frameworks have been developed to ensure that students gain the competencies designated in the Show-Me standards. The Missouri Assessment Program (MAP) is the statewide program to assess proficiency in mathematics, science, communication arts, and social studies through multiple-choice, constructed-response, and performance-based measures. General assessment requirements at the local level include requirements for administering the MAP as well as the outlines for assessments developed by the school districts. The grade-level assessment requirements are outlined, and the state's requirements for special needs assessments are described. Appendixes include a discussion of what state law says about standards and assessment, the Show-Me standards, and the state's student assessment rule. A glossary of assessment terms is included. (SLD)

College Testing (ACT) college-admissions tests and internal evidence from the KIRIS itself were used to assess the meaning of score gains in mathematics, reading, and, to a lesser degree, science. Taken together internal and external sources suggest inflation of score gains in mathematics, and they suggest a mechanism, item-specific coaching tailored to reused items, that may have contributed to the score inflation. The evidence is less clear cut for reading. Some steps that could alleviate this inflation problem are outlined. An appendix discusses methodological issues in the data analysis. (Contains 48 figures, 37 tables, and 37 references.) (SLD)

ED 428 132 TM 029 604

Information Works! Measuring Rhode Island Schools for Change 1998.
PUB DATE- 98
NOTE- 865p.; For the statewide analysis, see TM 029 605.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Demography; *Educational Change; Expenditures; *Institutional Characteristics; Program Descriptions; *School Districts; *Student Characteristics; Tables (Data); Test Results
IDENTIFIERS- *Rhode Island

"Information Works" offers snapshots of Rhode Island schools that make it possible to gauge a school's accomplishments against its challenges. Two pages of information for each of the state's schools present fundamental, pertinent, and uniformly reportable data about achievement. The following 10 fields are completed for each school in the state's 36 districts and the state-operated schools: (1) assessment elements; (2) statistically generated performance range/actual performance; (3) demographic profile; (4) performance by characteristics; (5) school highlights; (6) defining features of high-performing schools; (7) various school indicators; (8) school expenditures; (9) longitudinal achievement data and information about adequate yearly progress; and (10) a summative statement. (Contains 15 graphs in addition to the 5 graphs and 1 table for each school.) (SLD)

ED 428 133 TM 029 605

Information Works! A Statewide Analysis 1998.
PUB DATE- 98
NOTE- 30p.; For related document on measuring Rhode Island schools, see TM 029 604.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Demography; *Educational Change; Elementary Secondary Education; Expenditures; *Institutional Characteristics; Program Descriptions; *School Districts; State Legislation; *Student Characteristics; *Test Results
IDENTIFIERS- Reform Efforts; *Rhode Island

With the passage of Article 31, Rhode Island set out to transform the state's education system. This report is the first annual analysis of the work catalyzed by Article 31. Section 1 briefly outlines the events leading to this historic initiative. Section 2 describes the 1996-97 student assessment results, which are the baseline against which future progress will be

Cities); Saint Paul Public Schools MN

As the first stage of a study of segregation in housing and education in the Twin Cities of Minneapolis and Saint Paul (Minnesota), a review was conducted of national and local reports on the current status of housing and education segregation in the United States and the Twin Cities. A later phase of the project will analyze policy options available to improve housing and education in both cities. A review of national conditions shows that economic and racial segregation persists in the United States. Location of one's residence affects access to many opportunities, including good schools. The Twin Cities area shares many of the problems of other metropolitan areas, where educational and residential problems abound for minorities and the poor. Several policy options have been implemented to address these problems, but the results are mixed. Enhancing economic and housing opportunities of racial minorities and the poor requires suburban acceptance, support, and cooperation in treating inner-city poverty and racial segregation as problems of the entire area rather than the urban core alone. An appendix contains maps of the Twin Cities and its metropolitan area. (Contains 299 footnotes, 3 tables and 13 maps.) (SLD)

ED 428 155 UD 032 831

Egendorf, Laura K., Ed.; Hurley, Jennifer A., Ed.
Teens at Risk: Opposing Viewpoints. Opposing Viewpoints Series.
PUB DATE- 99
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Delinquency; *Pregnancy; *Prevention; Secondary Education; *Substance Abuse; Urban Problems; Violence

Contributions in this collection present opposing viewpoints about factors that put teens at risk; illustrate how society can deal with teenage crime and violence; show how to prevent teen pregnancy; and present the roles of the media and government in teen substance abuse. The following essays are presented: (1) "A Variety of Factors Put Teens at Risk" (Gene Stephens); (2) "Teens Are Not at Risk" (Kirk A. Astroth); (3) "Media Violence Puts Teens at Risk" (Mona Chaten); (4) "Media Violence Does Not Put Teens at Risk" (Mike Males); (5) "The Absence of Fathers Puts Teens at Risk" (Wade F. Horn); (6) "The Absence of Fathers Does Not Put Teens at Significant Risk" (Stephanie Coontz); (7) "Inconsistent Messages about Morality Put Teens at Risk" (Edward Grimsley); (8) "Gay Teens Are at Risk" (Rosemarie Buchanan); (9) "Violent Juvenile Criminals Should Be Treated as Adults" (Linda J. Collier); (10) "Juvenile Criminals Should Not Be Treated as Adults" (William Ayres); (11) "Gang Injunctions Can Prevent Teenage Violence" (Roger L. Conner); (12) "Gang-Loitering Ordinances Are an Objectionable Approach to Reducing Teenage Violence" (George Brooks); (13) "Juvenile Boot Camps Can Be Effective in Addressing Teenage Crime" (Eric Peterson); (14) "Juvenile Boot Camps Do Not Reduce Teenage Crime" (Margaret Beyer); (15) "Peace Education Can Help Reduce Teenage Violence" (Colman McCarthy); (16) "Community Based Efforts Can Help Reduce Teenage Violence" (Robert L. Woodson, Sr.); (17) "Teaching Abstinence Helps Avert Teen Pregnancy" (Maggie Gallagher); (18) "Teaching Abstinence Puts Teens at Risk of Pregnancy and Sexually Transmitted Diseases" (M. Jocelyn Elders); (19) "Long-Term Contraceptive Devices Can Help Prevent Teen Pregnancy" (Margaret P. Battin); (20) "Long-

ED 428 111 TM 029 581

A Report Card for the ABCs of Public Education: Growth and Performance of North Carolina Schools, 1997-98. Volume 1.
PUB DATE- 98
NOTE- 333p.; For Volume 2, "A Report Card for the ABCs of Public Education: Subgroup Statistics with Supplemental Data," see TM 029 582.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; *Achievement Gains; Elementary Secondary Education; *Public Schools; School Districts; Standards; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *North Carolina

The School-Based Management and Accountability Program, also known as the "ABCs of Public Education," or just "the ABCs," is the statewide school-based accountability program for public schools in North Carolina. This document reports the results of the 1997-98 ABCs, in the second year of the implementation of the ABCs in elementary schools and the first year in the high schools. Part I of this report contains the results for K-8 schools, and Part II reports high school results. In each part, Section A presents the growth or gain and performance of the public schools, while sections B through G characterize schools by state-designated categories of performance from excellence to low performance. Charter schools, which are included with other schools, are also listed in Section H for easy identification. Appendixes explain program adjustments for 1997-98's accountability models, technical notes, and a list of schools excluded from this report. A glossary defines terms used in the report. (Contains 15 tables.) (SLD)

ED 428 112 TM 029 582

A Report Card for the ABCs of Public Education. Volume 2: Subgroup Statistics and Supplemental Data, 1997-98.
PUB DATE- 98
NOTE- 897p.; For Volume 1, "A Report Card for the ABCs of Public Education: Growth and Performance of North Carolina Public Schools, 1997-98," see TM 029 581.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; Achievement Gains; College Entrance Examinations; Elementary Secondary Education; Enrollment; *Ethnic Groups; Expenditures; *Public Schools; Racial Differences; School Districts; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *North Carolina; North Carolina End of Grade Testing Program; Scholastic Assessment Tests

The School-Based Management and Accountability Program, also known as the "ABCs of Public Education," or just "the ABCs," is the statewide school-based accountability program for public schools in North Carolina. This document provides data on student performance on end-of-grade tests, end-of-course tests, the Scholastic Assessment Test, and supplemental data on student enrollment and expenditures. The following sections are included: (1) "K-8 Subgroup Statistics for North Carolina and by School System"; (2) "High School Subgroup Statistics for measured. Section 3 describes the variety of partnerships that have already been mobilized at state and local levels to improve these student results. Section 4 describes the continuing challenges that threaten the state's ability to realize the full promise of the Article 31 plans, and section 5 outlines future directions and actions to be taken. (Contains 11 charts, 2 tables, and 6 end notes.) (SLD)

ED 428 134 TM 029 627

Owens, Stephen
Classification Evaluation of the 1994-95 Common Core of Data: Public/Elementary/Secondary Education Agency Universe Survey. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Classification; *Data Analysis; Data Collection; *Definitions; Educational Research; Elementary Secondary Education; *National Surveys; Public Schools; *Research Methodology; *State Departments of Education; State Programs
IDENTIFIERS- *Common Core of Data Program

This report contributes to the comprehensive evaluation of the Common Core of Data (CCD) program by providing an analysis of CCD definitions in order to identify potential classification problems. At the time of the evaluation, the CCD program consisted of four surveys. The focus of this evaluation is on the "Public Elementary/Secondary Education Agency Survey." The evaluation process was initiated by researching state statutes and administrative codes to determine the powers, governance, and services provided by agencies in each state. A detailed analysis of CCD definitions reveals that these definitions are generally inadequate. Many are neither exhaustive nor inclusive. The inadequacy and misinterpretation of these definitions leads to unreliable and invalid data. CCD definitions often do not draw a clear distinction between school and agency surveys. The definitions should be revised to be flexible and exhaustive, with clear documentation and explanation provided for instances in which individual arrangements in states differ from conventional approaches. All education surveys that use CCD definitions as their sampling frame should be coordinated. Changes are especially needed in the areas of enrollment and geographic coding. (Contains two tables.) (SLD)

ED 428 135 UD 032 775

Mcmillan, James H.
Unit of Analysis in Field Experiments: Some Design Considerations for Educational Researchers.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Research; *Research Design; Research Methodology; *Validity
IDENTIFIERS- *Unit of Analysis Problems

Three experimental design issues are examined in relation to the

Term Contraceptive Devices Promote Teen Promiscuity" (Richard John Neuhaus); (21) "Enforcing Statutory Rape Laws Can Help Reduce Teen Pregnancy" (Ralph deToledano); (22) "Enforcing Statutory Rape Laws Will Not Reduce Teen Pregnancy" (Catherine Elton); (23) "Ending Welfare Will Help Reduce Teen Pregnancy" (William J. Bennett and Peter Wehner); (24) "Ending Welfare Will Not Reduce Teen Pregnancy" (Kristin A. Moore); (25) "The Media Encourage Teen Substance Abuse" (Barry R. McCaffrey); (26) "The Media Exaggerate the Extent of Teen Substance Abuse" (Mike Males); (27) "An Inadequate Government Antidrug Effort Has Contributed to the Problem of Teen Drug Abuse" (Rob Portman); (28) "An Inadequate Government Antidrug Effort Is Not Responsible for Teen Drug Abuse" (Jacob Sullum); (29) "The Government Should Combat Teen Smoking" (Donna E. Shalala); and (30) "Government Efforts To Combat Teen Smoking Are Unnecessary and Wasteful" (Edwin Feulner and D. T. Armentano). (Contains 4 figures, 4 tables, and 40 references.) (SLD)

ED 428 156 UD 032 832

Smith, Steven Rathgeb; Dretler, Astrid K.; Rosenbloom, David L.; Paine, Kay H.; Levinson, Suzette; Hingson, Ralph; Bell, Nicole
Promising Strategies: Results of the Fourth National Survey on Community Efforts To Reduce Substance Abuse and Gun Violence.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; *Cooperation; Government Role; *Guns; National Surveys; *Prevention; Public Policy; Questionnaires; *Substance Abuse; Tables (Data); Urban Problems; *Violence

More than 4,000 people responded to a survey about community efforts to reduce substance abuse and gun violence. Six major findings were identified from the responses of 1,608 people who identified themselves as leaders of community efforts in these areas. Community leaders want significant changes in long-standing public policies and a change in the spending priorities of the federal government as they relate to substance abuse and violence. Responses show that coalitions are an integral component of a community's response to substance abuse. Results also show that all community-based institutions can improve their responses and increase their attention to substance abuse. The structures and characteristics of coalitions differ in places where the substance abuse situation is improving from those where substance abuse is staying the same or getting worse. Findings also show that there is no one ideal type of coalition. A final major finding is that many coalitions are taking an active role to prevent gun violence in their communities. A discussion of methodology and a sample questionnaire are included. (Contains 16 tables.) (SLD)

ED 428 157 UD 032 833

Beyond Anecdote: Using Local Indicators To Guide Your Community Strategy To Reduce Substance Abuse. Monthly Action Kit. Special 1999 Issue.
PUB DATE- 99
NOTE- 18p.; For a report on community strategies to prevent

North Carolina and by School System"; (3) "Scholastic Assessment Test (SAT) Results: Mean Total Score and Percent Testing for North Carolina, by School System, and by School"; and (4) "Supplemental Data." A glossary is included. (Contains four tables.) (SLD)

ED 428 113 TM 029 584

Mesa, Vilma
A Review of Literature on Under Achievement of Minorities in Mathematics.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Cultural Differences; Elementary Secondary Education; *Hispanic Americans; *Holistic Approach; Immigrants; *Low Achievement; *Mathematics Achievement; *Minority Groups; Models; Social Influences; Teacher Attitudes
IDENTIFIERS- *Deficit Theory; Latinos

Research designed to understand the underachievement of minorities in general, and Latino immigrants in particular, is summarized as it relates to mathematics. Two paradigms have dominated this research: the Deficit paradigm and the Cultural Difference paradigm. A third paradigm, the Holistic paradigm, seems to account for most of the deficiencies of the other two models. The first section of the paper presents the advantages and disadvantages of the Deficit and Cultural Difference paradigms, and the second section presents the Holistic paradigm, which considers various relevant aspects, including societal influences, teacher attitudes, school mathematics curricula, student attitudes and behavior, and classroom processes. The final section reviews recent studies that have addressed the problem of minority underachievement in mathematics. The Contextual Systems Model proposed by R. Pianta and D. Walsh (1996) provides a framework for this exploration. (Contains 2 figures and 45 references.) (SLD)

ED 428 114 TM 029 585

Dodds, Jeffrey
Writing Good Tests for Student Grading or Research Purposes: Some Basic Precepts and Principles.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; *Educational Research; *Grading; Higher Education; Item Analysis; *Item Banks; Objective Tests; *Test Construction; Test Items; Test Use; Test Validity

Basic precepts for test development are described and explained as they are presented in measurement textbooks commonly used in the fields of education and psychology. The five building blocks discussed as the foundation of well-constructed tests appropriate unit of analysis. Independent replication of the treatments for each subject, independence of observations when gathering dependent variable data, and randomization of groups of subjects are factors that can affect the statistical model and interpretation of results. Examples from two recently published studies are provided, and implications for validity are discussed. (Contains 13 references.) (Author/SLD)

ED 428 136 UD 032 776

McMillan, James H.
The Devastating Effect of Zeros on Grades: What Can Be Done?
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Grades (Scholastic); *Grading; *Student Evaluation; Student Motivation
IDENTIFIERS- *Averaging (Mathematics)

The effect of using zeros in grading students is reviewed, focusing on the inordinate weight given to zeros due to unequal intervals. Several approaches are suggested as practical solutions that balance the statistical properties inherent in averaging unequal grade intervals with the teacher's desire to use zeros for academic work. These include raising the floor for grades from 0 to 60 or 65, using zeros only for a small portion of the grade or for borderline situations, ignoring zeros that deviate from other work, using the median rather than the mean, and allowing extra credit. A modest goal may be to help teachers clearly understand the effect of zeros on the average and on student effort and motivation. (Contains 12 references.) (Author/SLD)

ED 428 137 UD 032 798

Legters, Nettie E.
Small Learning Communities Meet School-to-Work: Whole-School Restructuring for Urban Comprehensive High Schools. Report No. 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Education Work Relationship; Educational Change; Educational Practices; *High Schools; Partnerships in Education; Professional Development; *School Restructuring; *Urban Schools
IDENTIFIERS- Reform Efforts

This report describes specific reform practices schools are implementing to realize the vision set forth in the National Association of Secondary School Principals document, "Breaking Ranks," which calls for changes in curriculum, instruction, assessment, school organization, professional development, community partnerships, and leadership in U.S. high schools. The first section reviews a general critique of public high schools articulated in the 1980s and describes the reform practices that have emerged over the past decade in response to that critique. The second section offers examples of schools

substance abuse, see UD 032 832.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; *Data Collection; *Prevention; Program Development; *Substance Abuse; Urban Problems
IDENTIFIERS- *Indicators

This Monthly Action Kit introduces some approaches to defining local substance abuse indicators and provides ideas on how to measure them. The kit also contains examples of what some communities are doing to measure their local progress. A few indicators worth considering are outlined with suggestions about what to measure, where to find the data, and how to interpret it. The featured indicators are: (1) alcohol outlets; (2) people in treatment; and (3) substance use arrests. The kit also offers a sampling of resources and websites to contact for additional information. The key findings from a survey on promising strategies to combat substance abuse are highlighted. (SLD)

ED 428 158 UD 032 838

Baden, Naomi
School Violence in Context.
PUB DATE- 95
NOTE- 43p.; An excerpt from this report appeared in the Spring 1995 issue of the newsletter of the National Coalition of Education Activists, "Action for Better Schools." Funding provided by the Angelina Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Elementary Secondary Education; Evaluation Methods; Models; Peer Counseling; *Prevention; Program Development; Program Effectiveness; School Districts; *School Safety; *Violence
IDENTIFIERS- Peace Education

This booklet is intended to help parents and teacher activists think critically about the problem of violence in their schools and about how to respond. The booklet offers a framework for analyzing violence prevention programs that may already be in place in the schools, and it provides ideas for improving programs or starting new ones. The framework begins with the premise that much of what is being labeled as "violence prevention" in schools and communities is not nearly comprehensive enough, or deep-rooted enough, to make a difference in the lives of children at risk of violence. Many school districts have completed reactive programs, and programs that merely react to violence just don't work. A comprehensive community-based initiative that focuses on identification of and attention to the root causes of violence, such as the Violence Prevention Project organized by D. Prothrow-Stith in Boston (Massachusetts), is required. The assumptions of peer mediation, conflict resolution, risk awareness approaches, and the peaceable schools approach are examined, and suggestions are provided for developing meaningful violence prevention programs tailored to the needs of a particular school and community. Suggested resources and tools are outlined, and are: (1) specification of purpose; (2) standard conditions; (3) consistency; (4) validity; and (5) practicality. When these foundations are established, the actual test can be constructed taking each of these areas into account. Before the test items are constructed, it is important to consider issues related to item difficulty. True/false, multiple-choice, matching, short-answer, and essay test items can be considered for specific purposes. Once the initial pool of test items is assembled, item revision, pretests, and item analyses can be conducted. (Contains 16 references.) (SLD)

ED 428 115 TM 029 586

Kennedy, Helen L.
Second Order Model of Self-Efficacy Measures.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Factor Structure; Higher Education; Mathematics; Models; Sciences; *Self Efficacy
IDENTIFIERS- *Second Order Effects

Assumptions underlying the multifaceted, hierarchical structure of self-efficacy previously hypothesized by R. Shavelson, J. Hubner, and G. Stanton (1976) for the construct of self-concept were tested. The self-efficacy interpretation of the Science Self-Efficacy Scale (H. Kennedy, 1996), a relatively new measure, was studied with 331 (151 female and 180 male) college students and multiple measures of science, mathematics, and self-regulated learning self-efficacy facets. Results support a multifaceted, hierarchical interpretation. A second-order self-efficacy latent named academic self-efficacy was shown to be reflected by the three first-order self-efficacy factors of science, mathematics, and self-regulated learning. (Contains 2 tables, 1 figure, and 22 references.) (SLD)

ED 428 116 TM 029 587

Kennedy, Helen L.
Discriminant Validity of Self-Efficacy Measures.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Causal Models; Comparative Analysis; Higher Education; *Self Concept Measures; *Self Efficacy; *Undergraduate Students
IDENTIFIERS- Confirmatory Factor Analysis; *Discriminant Validity; Self Regulated Learning

This study compared three measures of self-efficacy and assessed the responses of self-efficacy on the basis of A. Bandura's (1997) conceptualization. The responses of 331 undergraduates to a series of inventories yielded three variables descriptive of the self-efficacy process; a causal model of the intercorrelations of these variables was constructed from predictions based on self-efficacy theory. A confirmatory factor analysis indicated that the self-efficacy measures of science, mathematics, and self-regulated learning exhibited discriminant validity. (Contains 6 tables, 2 figures, and 27 references.) (Author/SLD)

ED 428 117 TM 029 588

that have pulled together a number of those reforms into a comprehensive school restructuring effort, focusing on one school in depth. The third section identifies challenges schools can expect to encounter when implementing the set of reforms, drawing on the experiences of several schools with which researchers from the Center for the Education of Children Placed at Risk have worked since 1994 as part of the Talent Development High Schools project. (Contains 1 table and 79 references.) (Author/SLD)

ED 428 138 UD 032 799

Slavin, Robert E.; Madden, Nancy A.
Disseminating Success for All: Lessons for Policy and Practice. Report No. 30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Research; Elementary Education; *Elementary School Students; *High Risk Students; *Information Dissemination; *Professional Development; Program Implementation; *Training
IDENTIFIERS- Research Replication; *Success for All Program

Success for All, a comprehensive schoolwide reform program for elementary schools serving many children placed at risk of school failure, was first piloted in one Baltimore (Maryland) elementary school in the 1987-88 school year. Since then, the program has expanded rapidly; as of 1998-99, it was in more than 1,100 schools in 300 districts in 44 states throughout the United States. Success for All requires a great deal of professional development done over an extended period of time to help schools start children with success. This report describes the dissemination experience of Success for All, including the strategies pursued, the relative success of various dissemination routes, and the implications of these experiences for public policy. This experience has led Success for All developers to conclude that successful dissemination requires a combination of talented, dedicated trainers and a local and national network of schools willing and able to provide technical and emotional support. Employing full-time, regionally based trainers recruited from outstanding Success for All Schools is the most effective way of building the staff. In contrast, it is noted that strategies depending on involvement of other organizations or on part-time certified trainers have rarely been successful. To offer research-based, replicable school designs to large numbers of schools, national and state policy makers need to help existing and new reform networks build up their training capacity and provide funds to schools to help them with startup costs. (Contains 1 table and 18 references.) (SLD)

ED 428 139 UD 032 800

Ross, Donna Cohen
How Health Care Providers Can Help Link Children to Medicaid and Other Child Health Insurance Programs.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English

questions to aid the program assessment process are listed. A "Safer Schools Resource List" is attached. (SLD)

ED 428 159 UD 032 839

Stephan, Walter
Reducing Prejudice and Stereotyping in Schools. Multicultural Education Series.
PUB DATE- 99
NOTE- 142p.; Foreword by James A. Banks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Intergroup Relations; Literature Reviews; *Multicultural Education; Program Effectiveness; *Racial Bias; Selection; *Stereotypes

More than 500 studies of intergroup relations are reviewed to develop recommendations to help educators choose effective programs to reduce racial prejudice and stereotyping in their schools. The following chapters are included: (1) "Stereotypes: Theory and Research"; (2) "Prejudice: Theory and Research"; (3) "Contact Theory"; (4) "Improving Intergroup Relations"; and (5) "Recommendations for Intergroup Relations Programs." (Contains four figures, one table, and multiple references.) (SLD)

ED 428 160 UD 032 840

Coberly, Patricia
Innovative Programs To Insure Diversity in Public Education.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cultural Awareness; *Diversity (Student); *Educational Innovation; Higher Education; Junior High Schools; Middle Schools; *Multicultural Education; Program Descriptions; Public Schools; School Districts; *Teacher Certification; Urban Schools
IDENTIFIERS- *Armstrong Atlantic State University GA; Georgia; Savannah State College GA

At Armstrong Atlantic State University a number of programs have been developed in collaboration with the University System of Georgia and the Savannah-Chatham County Public School District to increase cultural diversity in the classroom and to focus on creating a diverse population of successful learners that mirrors the cultural diversity of the community. The Postsecondary Readiness Enrichment Program assists middle school students and their parents in making decisions about higher education. The Sister-to-Sister Summit gives female junior high school students the opportunity to share concerns and develop plans for positive change in their lives. Savannah State University and Armstrong Atlantic University have collaborated on a cooperative teacher certification program. Another on-campus program is the Pathways to Teaching Program supported at a number of colleges and universities. (Contains seven references.) (SLD)

ED 428 161 UD 032 841

Brown, Diane Peacock
Fragile--Handle with Care: Regression Analyses That Include Categorical Data.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Coding; Elementary Secondary Education; Inclusive Schools; *Regression (Statistics); Special Education
IDENTIFIERS- *Categorical Data

In education and the social sciences, problems of interest to researchers and users of research often involve variables that do not meet the assumptions of regression in the area of an equal interval scale relative to a zero point. Various coding schemes exist that allow the use of regression while still answering the researcher's questions of interest contextually. The coding alternatives, which are used to create "dummy" or "effect" variables, are illustrated using data from a study of special education inclusion (L. Daniel and D. King, 1998). The application illustrates that categorical variables may be successfully combined in regression analyses with continuous variables. For dichotomous predictors, the coding scheme is arbitrary as long as each of the two categories is assigned a numerically different value. Categorical variables with three or more categories can yield varying results depending on the coding scheme used. (Contains 1 table and 10 references.) (SLD)

ED 428 118 TM 029 589

Sireci, Stephen G.; Fitzgerald, Cyndy; Xing, Dehui
Adapting Credentialing Examinations for International Uses.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credentials; Engineers; Factor Analysis; Foreign Countries; International Education; *Item Bias; *Licensing Examinations (Professions); Multidimensional Scaling; Occupational Tests; *Second Languages; Tables (Data); *Test Format; Test Use; Translation
IDENTIFIERS- Confirmatory Factor Analysis

Adapting credentialing examinations for international uses involves translating tests for use in multiple languages. This paper explores methods for evaluating construct equivalence and item equivalence across different language versions of a test. These methods were applied to four different language versions (English, French, German, and Japanese) of a Microsoft certification examination with samples ranging from 1,329 to 2,000 examinees per test. Principal components analysis, multidimensional scaling, and confirmatory factor analysis of these data were conducted to evaluate construct equivalence. Detection of differential item functioning across languages was

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Children; Eligibility; Federal Aid; *Health Insurance; Health Personnel; Health Services; Information Dissemination; Outreach Programs; *State Programs
IDENTIFIERS- *Medicaid

This reports that health care providers, including those based in schools, can be instrumental in efforts to enroll eligible children in Medicaid or low-cost health insurance. There are 10 ways in which health care providers can help: (1) inform families about the availability of free and low-cost health insurance for children; (2) enlist all staff in outreach efforts; (3) encourage the state to position Medicaid eligibility workers in hospitals and clinics in the community; (4) persuade state officials to adopt the Medicaid Presumptive Eligibility option; (5) forge connections in the community; (6) incorporate application assistance into home-visiting and mobile health van programs; (7) partner with schools to identify and enroll eligible children; (8) play a role as a member of the business community and as an employer; (9) promote outreach through professional associations; and (10) participate in national efforts. (SLD)

ED 428 140 UD 032 803

Johnson, Clifford M.; Kaggwa, Esther
Work-Study Programs for Welfare Recipients: A Job Creation Strategy That Combines Work and Education.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Students; Federal Programs; *Higher Education; *Low Income Groups; *Program Development; Program Implementation; Student Financial Aid; *Welfare Recipients; *Work Study Programs
IDENTIFIERS- Welfare Reform

This report asserts that college work-study programs have been very successful in creating wage-paying jobs for low-income students who need funds for college expenses. There are compelling reasons to build on this legacy of college work-study to create new work-study initiatives designed explicitly for welfare recipients. Some of the key program design and implementation issues that should be considered in planning new work-study initiatives are described. Two programs are described that could serve as programmatic bases for new initiatives: The Federal Work-Study (FWS) program, which has operated for more than 30 years, and California's state-funded work-study program. Some of the key design issues are establishing and funding an effective program structure, selecting recipients, and developing appropriate placements. How to avoid reductions in future student financial aid and other benefits and how to prevent displacement of current FWS participants are other issues to consider. The likely alternative to work-study programs for welfare recipients is reduction in welfare recipients' access to postsecondary education, something that may undermine the efforts of states and local communities to promote long-term economic self-sufficiency among their poorest residents. (SLD)

Strefling, Amy J.
The Influence of Integrated and De Facto Segregated Schools on the Racial Attitudes of White Students toward African Americans.
PUB DATE- 98
NOTE- 121p.; Paper presented at the University Council for Administration Convention (St. Louis, MO, 1998).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; *College Students; *De Facto Segregation; Higher Education; Public Schools; Racial Discrimination; *School Desegregation; School Segregation; Stereotypes; *Student Attitudes; *White Students
IDENTIFIERS- African Americans

The relationship between the existence of integrated and de facto segregated public schools and the racial attitudes of White students toward African Americans was studied by comparing the attitudes of white college freshman from racially integrated or de facto segregated public high schools. The Multifactor Racial Attitude Inventory (MRAI), developed by J. Woodmansee and S. Cook (1967), was used to study the attitudes of 64 graduates of integrated schools and 64 graduates of de facto segregated schools. Students experiencing a de facto segregated public school education held less favorable attitudes toward African Americans than students who experienced an integrated public school education. While it is not possible for educators to control where people live, they can provide the opportunity for children to be educated in a racially integrated setting that promotes cultural acceptance and racial harmony. Ten appendixes contain the cover letters and questionnaires used in the study. (Contains 2 figures, 4 tables, and 93 references.) (SLD)

ED 428 162 UD 032 842

Osler, Audrey
Exclusion from School and Racial Equality. Research Report. A Report for the Commission for Racial Equality.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Case Studies; Curriculum Development; *Discipline; Elementary Secondary Education; Equal Education; Ethnicity; *Expulsion; Foreign Countries; *Minority Groups; Prevention; Racial Differences; Student Attitudes; *Suspension; Urban Schools
IDENTIFIERS- *England (Birmingham)

The rates of exclusion among pupils in the 450 primary, secondary, and special schools in the Birmingham (England) local education agency were studied, and data were analyzed by sex, age, school sector, and ethnic group. The attitudes of teachers and administrators were studied through interviews with up to five school staff members in each of six case study schools with low or decreasing exclusion rates. A sample of students in each case study school completed a questionnaire about their understandings of discipline, student-teacher relationships, and student participation in decision making. Some strategies schools might adopt to reduce exclusion rates overall and the disproportionate exclusion of African Caribbean students were identified. The minimal use of exclusions in the conducted using the standardized p-difference index. The results indicate that these procedures provide a great deal of information useful for evaluating test and item functioning across groups. Some differences in factor and dimension loadings across groups were noted, but a common, one-factor model fit the data well. Four items were flagged for differential item functioning across all groups. Suggestions for using these methods to evaluate translated tests are provided. (Contains 8 tables, 3 figures, and 13 references.) (Author/SLD)

ED 428 119 TM 029 590

Sireci, Stephen G.; Swaminathan, Hariharan
Evaluating Translation Equivalence: So What's the Big Dif?
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; International Education; *Item Bias; Language Proficiency; *Second Languages; *Test Format; Test Use; *Translation
IDENTIFIERS- *Dimensionality (Tests); Item Bias Detection

Procedures for evaluating differential item functioning (DIF) are commonly used to investigate the statistical equivalence of items that are translated from one language to another. However, the methodology developed for detecting DIF is designed to evaluate the functioning of the same items administered to two groups. In evaluating the differential functioning of dual language versions of a test item (translation DIF), the items being compared (i.e., an original item and its translated version) are not the same. Thus, studies of translation DIF may not fulfill the requirements of currently available DIF detection procedures. This paper discusses the complex issues involved in evaluating translation DIF. An important, but often overlooked, issue is the dimensionality of the construct measured across the two languages. It is concluded that the dimensionality issues must be addressed first in studies of translation DIF. The development of an adequate research design is another important issue in studies of translation DIF. The design must be able to control for extraneous language proficiency effects. Some suggestions and examples of such research designs are proposed. (Contains 29 references.) (Author/SLD)

ED 428 120 TM 029 591

Sireci, Stephen G.; Bastari, B.
Evaluating Construct Equivalence across Adapted Tests.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Cross Cultural Studies; Evaluation Methods; Multidimensional Scaling; *Second

ED 428 141 UD 032 810

Ng, Franklin
The Taiwanese Americans. The New Americans Series.
PUB DATE- 98
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Chinese Americans; *Cultural Awareness; Cultural Background; Cultural Differences; Foreign Countries; *Immigrants; Immigration
IDENTIFIERS- *Taiwan (Taipei); Taiwanese Culture; *Taiwanese People

Taiwanese Americans representing several different ethnic groups have become a prominent group in the growing Chinese immigrant population in the United States. Their community organization, cultural background, and adjustment to the United States are discussed in the following chapters: (1) "Introduction"; (2) "Coming to America"; (3) "Living in America"; and (4) "An Evolving Taiwanese American Identity." Appendixes discuss notable Taiwanese Americans and contain tables of information about immigrants. (Contains 11 tables and 91 references.) (SLD)

ED 428 142 UD 032 811

Gold, Rosalind; Vargas, Arturo; DeSipio, Louis; Pachon, Harry
America's Newest Voices: Colombians, Dominicans, Guatemalans and Salvadorans in the United States Examine Their Public Policy Needs.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dominicans; Elementary Secondary Education; Employment Patterns; English (Second Language); *Hispanic Americans; *Immigrants; Immigration; Needs Assessment; *Parent Attitudes; Participation; *Public Policy; *Social Services; Telephone Surveys
IDENTIFIERS- California (Los Angeles); Colombian Americans; Guatemalan Americans; *Latinos; New York (New York); Salvadoreans

The public policy needs of Colombians and Dominicans in the New York (New York) area and Salvadorans and Guatemalans in the Los Angeles (California) area were studied through a telephone survey of 1,503 Latinos. The survey population was generally representative of the emerging Latino populations, although the sample contained more immigrants and women than the overall population. Survey respondents had lower household incomes on average than other residents of the United States and were more likely to be unemployed. Respondents expressed opinions on a number of public policy and social service issues, but their opinions about education were especially interesting. Dominicans, Guatemalans, and Salvadorans thought that the most important issue facing their children was inadequate schools. Colombians were more likely to mention language problems, but inadequate schools came in second. Survey respondents were generally satisfied with the quality of English language instruction in their schools, a finding that contradicts the concerns expressed by community leaders in an earlier related study. Overall, the survey indicates that emerging Latino residents, like the Latino community as a whole, are becoming case study schools was not due to a "no exclusions" policy, but rather to comprehensive policies the schools had developed on behavior, pastoral care of students, and the development of an intensive curriculum. Four of the schools had strategies for reducing exclusions among the overrepresented groups. Students in these schools indicated that they understood discipline policies and that relations between students and teachers in their schools were generally good. A number of initiatives were identified that local education agencies could use to reduce exclusions overall. An appendix contains ethnic data on permanent exclusions. (Contains 7 tables, 4 figures, and 68 references.) (SLD)

ED 428 163 UD 032 843

Core Curriculum, 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Core Curriculum; Educational Change; *Graduation Requirements; High School Students; *High Schools; Professional Development; Program Evaluation; Program Implementation; Questionnaires; *Scheduling; Teacher Supply and Demand; Urban Schools
IDENTIFIERS- *Houston Independent School District TX

The purpose of this evaluation is to describe the current level of implementation in the high schools and to document the progress of the 3-year implementation plan of the allocated resources in the Houston Independent School District (Texas). How curriculum changes affected educational programming in the high schools, the characteristics of the first group of students to graduate with the new 24-credit hour requirement, the reactions of administrators to the new requirements, and recommendations from district administrators to enhance program implementation were studied. The implementation influenced scheduling at most HISD high schools, with alternate scheduling models selected as responses to the increase in credits needed for graduation. Teacher shortages in some areas and a lack of science laboratories and technology centers have resulted from the implementation. Principals considered finding teachers for the new required courses as their number one priority under the new program. A sample group of ninth graders was identified to provide baseline information on the first group of students who will graduate under the new requirements. Recommendations center on increasing the number of contact hours students must attend in addition to increasing the credit hours they must earn and evaluating the effects of innovative scheduling on student learning. Additional communication and staff training are also recommended. Appendixes list the schools, contain the administrator interview for the study, show laboratory completion schedules, and describe student demographics. (SLD)

ED 428 164 UD 032 844

Covenant House Texas, 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Languages; Simulation; *Test Format

In many cross-cultural research studies, assessment instruments are translated or adapted for use in multiple languages. However, it cannot be assumed that different language versions of an assessment are equivalent across languages. A fundamental issue to be addressed is the comparability or equivalence of the construct measured by each language version of the assessment. This paper presents and critiques several methods for evaluating structural equivalence across different language versions of a test or questionnaire. Applications of these techniques to large-scale, cross-lingual tests are presented and discussed. Simulated data are also used to evaluate the methods. It is concluded that weighted multidimensional scaling and confirmatory factor analysis are effective for helping evaluate construct equivalence across groups. Qualifications for using these procedures to evaluate construct equivalence are provided. (Contains 2 figures, 6 tables, and 42 references.) (Author/SLD)

ED 428 121 TM 029 592

Sireci, Stephen G.
Evaluating Content Validity Using Multidimensional Scaling.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Validity; Evaluation Methods; *Multidimensional Scaling; *Research Methodology

Multidimensional scaling (MDS) is a versatile technique for understanding the structure of multivariate data. Recent studies have applied MDS to the problem of evaluating content validity. This paper describes the importance of evaluating test content and the logic of using MDS to analyze data gathered from subject matter experts employed in content validation studies. Some recent applications of the procedure are reviewed, and illustrations of the results are presented. Suggestions for gathering content validity data and using MDS to analyze them are presented. (Contains 3 exhibits, 7 figures, and 24 references.) (Author/SLD) active participants in U.S. society. The study concludes that policymakers should be concerned that the services being used by these communities, services that are used at a relatively low level, are not necessarily meeting the needs that Latinos consider most important. An appendix discusses the survey sampling methodology. (Contains 17 tables and 8 references.) (SLD)

ED 428 143   UD 032 812

Exclusion from School and Racial Equality: A Good Practice Guide.
PUB DATE- 97
NOTE- 13p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; *Educational Practices; Elementary Secondary Education; *Equal Education; *Expulsion; Foreign Countries; Instructional Leadership; Males; *Minority Groups; *Racial Discrimination; School Districts; Suspension
IDENTIFIERS- Great Britain

This guide presents ways to reduce exclusion in British schools, particularly exclusion of black Caribbean boys. After showing the percentage of black Caribbean boys being excluded from school, as compared to other ethnic groups, the guide gives good practice recommendations for schools and local education authorities. Schools can bring about improvements in policy and practice that can help ensure equality. Local education authorities can provide leadership to help schools reduce exclusions and can make sure that policies related to race and ethnicity are implemented fairly. Cooperation among local education agencies can reinforce and share good practices for all schools. (SLD)

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; *Homeless People; Program Evaluation; *Student Attitudes; Urban Schools; *Urban Youth
IDENTIFIERS- *Houston Independent School District TX

Covenant House Texas (CHT) is a nonprofit corporation that provides emergency shelter and related services for children and youth in crisis situations. The Texas Education Agency requires an annual evaluation of all programs receiving state compensatory education funds, and the On-Site School program of CHT was evaluated under this provision. The On-Site school program allows students who cannot attend their home schools to continue their schooling while at the CHT center. The On-Site school served a total of 53 students in the 1996-97 school year. Overall, students had positive perceptions of the program. Although enrollment dropped since the program no longer served youth in custody, the percentage of students staying longer in the program and the numbers of juniors and seniors rose. The classroom was filled to capacity, and students and the teacher noted the need for additional space. Among the difficulties experienced by the program was a lack of communication with the student's home school, causing problems in student transfers in and out of the program. An appendix contains the student survey. (Contains four tables.) (SLD)

ED 428 165 UD 032 845

Emergency Immigrant Education Program (EIEP), 1996-97. Research Report on an Educational Program.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Early Intervention; Elementary Secondary Education; *Hispanic Americans; *Immigrants; Immigration; Parent Participation; Professional Development; Program Effectiveness; Program Implementation; Spanish Speaking; Tables (Data); *Test Results; Urban Schools
IDENTIFIERS- *Houston Independent School District TX

Services for immigrant students in the Houston Independent School District (Texas) are provided under provisions of the Emergency Immigrant Education Assistance Act. The implementation of these services was evaluated for the 1996-97 school year. A total of 20,558 eligible immigrant students were identified in the school district's database for 1996-97. Of these students, 84% indicated that Spanish was their home language. A total of 1,799 contacts and activities concerning the coordination of services to parents and students were recorded in 1996-97, fewer than the total for the previous year. More immigrant students took the Texas Assessment of Academic Skills (TAAS) reading test in 1996-97 and the percent passing increased from 41% to 62%. The percentages passing the writing and mathematics tests also increased substantially. The attendance rate for immigrant students was only slightly lower than that for all district students, but the high school graduation rate was only 48.4%, compared to 74.2% for the school district as a whole. Recommendations are made for increased early intervention for immigrant students, improved staff development, and increased opportunities for contact with parents, students, and the social service agencies that provide services for these students. Three appendixes contain information on the numbers

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(071) Informational Analyses - ERIC IAPS

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(080) Journal Articles

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(090) Legal/Legislative/Regulatory Materials

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(100) AudioVisual Non-Print Materials

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CE078032	ED427168
CE078033	ED427169
CE078034	ED427170
CE078035	ED427171
CE078040	ED427172
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CE078043	ED427174
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CE078045	ED427176
CE078046	ED427177
CE078047	ED427178
CE078048	ED427179
CE078051	ED427180
CE078053	ED427181
CE078055	ED427182
CE078062	ED427183
CE078068	ED427184
CE078076	ED427185
CE078077	ED427186
CE078078	ED427187
CE078079	ED427188
CE078081	ED427189
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CE078084	ED427191
CE078085	ED427192
CE078086	ED427193
CE078087	ED427194
CE078089	ED427195
CE078092	ED427196
CE078093	ED427197//
CE078094	ED427198
CE078095	ED427199
CE078096	ED427200
CE078098	ED427201
CE078099	ED427202
CE078101	ED427203
CE078105	ED427204
CE078106	ED427205
CE078107	ED427206
CE078108	ED427207
CE078111	ED427208
CE078115	ED427209
CE078119	ED427210
CE078120	ED427211
CE078121	ED427212
CE078123	ED427213
CE078124	ED427214
CE078125	ED427215
CE078126	ED427216
CE078127	ED427217
CE078128	ED427218
CE078129	ED427219
CE078131	ED427220
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CE078133	ED427222
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CE078135	ED427224
CE078136	ED427225
CE078137	ED427226
CE078138	ED427227
CE078139	ED427228
CE078140	ED427229
CE078141	ED427230
CE078142	ED427231
CE078143	ED427232
CE078144	ED427233
CE078146	ED427234
CE078147	ED427235
CE078148	ED427236
CE078149	ED427237
CE078157	ED427238
CE078159	ED427239
CE078162	ED427240
CE078165	ED427241
CE078172	ED427242
CE078173	ED427243
CE078174	ED427244
CE078175	ED427245
CE078181	ED427246
CE078182	ED427247
CE078183	ED427248
CE078186	ED427249//
CE078196	ED427250//
CE078197	ED427251//
CE078198	ED427252//
CE078199	ED427253//
CE078200	ED427254//
CE078206	ED427255//
CE078208	ED427256
CE078209	ED427257
CE078210	ED427258
CE078212	ED427259
CE078213	ED427260
CE078219	ED427261
CE078220	ED427262
CE078307	ED427263

CG - Counseling and Student Services

CG028851	ED427264
CG029043	ED427265
CG029044	ED427266
CG029045	ED427267
CG029046	ED427268
CG029087	ED427269
CG029090	ED427270
CG029091	ED427271
CG029093	ED427272
CG029096	ED427273
CG029105	ED427274
CG029109	ED427275
CG029112	ED427276
CG029126	ED427277
CG029129	ED427278
CG029148	ED427279
CG029149	ED427280
CG029150	ED427281

CS - Reading, English, and Communication

CS013406	ED427282
CS013408	ED427283
CS013409	ED427284
CS013410	ED427285
CS013411	ED427286//
CS013412	ED427287
CS013413	ED427288
CS013414	ED427289
CS013415	ED427290
CS013416	ED427291
CS013417	ED427292
CS013418	ED427293
CS013419	ED427294//
CS013420	ED427295//
CS013421	ED427296//
CS013422	ED427297
CS013423	ED427298
CS013424	ED427299
CS013426	ED427300//
CS013427	ED427301
CS013428	ED427302
CS013429	ED427303
CS013431	ED427304//
CS013432	ED427305
CS013433	ED427306
CS013437	ED427307
CS013438	ED427308
CS013439	ED427309
CS013440	ED427310//
CS013441	ED427311
CS013442	ED427312
CS013443	ED427313
CS216574	ED427314
CS216575	ED427315
CS216576	ED427316
CS216577	ED427317//
CS216578	ED427318
CS216579	ED427319
CS216580	ED427320
CS216581	ED427321
CS216582	ED427322
CS216583	ED427323
CS216584	ED427324
CS216585	ED427325
CS216587	ED427326
CS216588	ED427327
CS216589	ED427328//
CS216590	ED427329
CS216591	ED427330//
CS216598	ED427331//
CS216599	ED427332//
CS216600	ED427333
CS216601	ED427334
CS216602	ED427335
CS216603	ED427336
CS216604	ED427337
CS216605	ED427338
CS216606	ED427339
CS216609	ED427340
CS216610	ED427341
CS216611	ED427342
CS216613	ED427343
CS216614	ED427344
CS216615	ED427345//
CS216616	ED427346//
CS509958	ED427347
CS509979	ED427348
CS509980	ED427349
CS509981	ED427350
CS509982	ED427351
CS509983	ED427352
CS509985	ED427353
CS509986	ED427354
CS509987	ED427355
CS509988	ED427356
CS509989	ED427357
CS509990	ED427358
CS509991	ED427359
CS509992	ED427360
CS509993	ED427361
CS509994	ED427362
CS509996	ED427363
CS509997	ED427364
CS509998	ED427365
CS509999	ED427366
CS510000	ED427367
CS510001	ED427368
CS510003	ED427369
CS510004	ED427370
CS510005	ED427371
CS510006	ED427372
CS510007	ED427373
CS510010	ED427374
CS510011	ED427375
CS510012	ED427376
CS510014	ED427377
CS510015	ED427378
CS510016	ED427379
CS510020	ED427380
CS510021	ED427381
CS510022	ED427382

EA - Educational Management

EA029252	ED427383
EA029261	ED427384
EA029262	ED427385
EA029508	ED427386
EA029509	ED427387
EA029547	ED427388
EA029552	ED427389
EA029556	ED427390
EA029559	ED427391
EA029568	ED427392
EA029588	ED427393
EA029589	ED427394
EA029595	ED427395
EA029597	ED427396
EA029598	ED427397
EA029614	ED427398
EA029621	ED427399
EA029623	ED427400
EA029624	ED427401
EA029631	ED427402
EA029632	ED427403
EA029633	ED427404
EA029634	ED427405
EA029635	ED427406//
EA029637	ED427407
EA029638	ED427408
EA029639	ED427409
EA029643	ED427410
EA029646	ED427411
EA029649	ED427412
EA029650	ED427413
EA029651	ED427414
EA029653	ED427415
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EA029655	ED427417
EA029657	ED427418
EA029658	ED427419
EA029659	ED427420//
EA029660	ED427421
EA029661	ED427422
EA029663	ED427423
EA029667	ED427424
EA029671	ED427425
EA029672	ED427426
EA029673	ED427427
EA029674	ED427428
EA029675	ED427429
EA029680	ED427430//
EA029681	ED427431
EA029682	ED427432
EA029684	ED427433
EA029685	ED427434
EA029686	ED427435
EA029688	ED427436
EA029689	ED427437
EA029690	ED427438
EA029693	ED427439
EA029847	ED427440

EC - Disabilities and Gifted Education

EC306995	ED427441
EC306996	ED427442
EC307005	ED427443
EC307006	ED427444
EC307007	ED427445
EC307008	ED427446
EC307009	ED427447
EC307010	ED427448
EC307011	ED427449
EC307012	ED427450
EC307014	ED427451
EC307016	ED427452
EC307022	ED427453
EC307023	ED427454
EC307024	ED427455
EC307025	ED427456
EC307027	ED427457
EC307028	ED427458
EC307029	ED427459
EC307030	ED427460
EC307031	ED427461
EC307032	ED427462
EC307033	ED427463
EC307034	ED427464
EC307035	ED427465
EC307036	ED427466
EC307037	ED427467
EC307038	ED427468
EC307039	ED427469
EC307040	ED427470
EC307041	ED427471
EC307042	ED427472
EC307043	ED427473
EC307045	ED427474
EC307046	ED427475
EC307047	ED427476
EC307048	ED427477
EC307049	ED427478
EC307050	ED427479
EC307051	ED427480
EC307052	ED427481
EC307053	ED427482
EC307054	ED427483
EC307055	ED427484
EC307056	ED427485
EC307057	ED427486
EC307058	ED427487
EC307059	ED427488
EC307060	ED427489
EC307061	ED427490
EC307062	ED427491
EC307063	ED427492
EC307064	ED427493
EC307065	ED427494
EC307154	ED427495

EF - Eric Facility

EF005161	ED427496
EF005183	ED427497
EF005187	ED427498
EF005194	ED427499
EF005196	ED427500
EF005198	ED427501
EF005199	ED427502
EF005200	ED427503
EF005204	ED427504
EF005205	ED427505
EF005210	ED427506
EF005216	ED427507

FL - Language and Linguistics

FL024779	ED427508
FL024935	ED427509
FL025530	ED427510
FL025675	ED427511
FL025683	ED427512
FL025685	ED427513
FL025686	ED427514
FL025687	ED427515
FL025688	ED427516
FL025689	ED427517
FL025690	ED427518
FL025691	ED427519
FL025692	ED427520
FL025693	ED427521
FL025694	ED427522
FL025695	ED427523
FL025696	ED427524
FL025704	ED427525
FL025705	ED427526
FL025707	ED427527//
FL025710	ED427528
FL025711	ED427529
FL025712	ED427530
FL025713	ED427531
FL025714	ED427532
FL025715	ED427533
FL025716	ED427534
FL025718	ED427535
FL025719	ED427536
FL025720	ED427537
FL025721	ED427538
FL025734	ED427539//
FL025736	ED427540
FL025737	ED427541
FL025738	ED427542
FL025739	ED427543
FL025740	ED427544
FL025741	ED427545
FL025742	ED427546
FL025743	ED427547
FL025744	ED427548
FL025745	ED427549
FL801267	ED427550
FL801276	ED427551
FL801277	ED427552
FL801278	ED427553
FL801282	ED427554
FL801283	ED427555
FL801284	ED427556
FL801285	ED427557
FL801292	ED427558
FL801293	ED427559
FL801294	ED427560
FL801295	ED427561
FL801296	ED427562

HE - Higher Education

HE031754	ED427563
HE031755	ED427564
HE031756	ED427565
HE031757	ED427566
HE031758	ED427567
HE031759	ED427568
HE031760	ED427569
HE031761	ED427570
HE031762	ED427571
HE031763	ED427572
HE031764	ED427573
HE031765	ED427574
HE031766	ED427575
HE031767	ED427576
HE031768	ED427577
HE031769	ED427578
HE031770	ED427579
HE031771	ED427580
HE031772	ED427581
HE031773	ED427582
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HE031775	ED427584
HE031776	ED427585
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HE031778	ED427587
HE031779	ED427588
HE031780	ED427589
HE031781	ED427590
HE031782	ED427591
HE031783	ED427592
HE031784	ED427593
HE031785	ED427594
HE031786	ED427595
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HE031788	ED427597
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HE031794	ED427603
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HE031799	ED427608
HE031859	ED427609
HE031860	ED427610
HE031861	ED427611
HE031862	ED427612
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HE031864	ED427614
HE031865	ED427615
HE031866	ED427616
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HE031868	ED427618
HE031869	ED427619
HE031875	ED427620
HE031876	ED427621
HE031877	ED427622
HE031878	ED427623
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HE031880	ED427625
HE031881	ED427626
HE031882	ED427627
HE031883	ED427628
HE031884	ED427629//
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HE031888	ED427633
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HE031890	ED427635
HE031891	ED427636
HE031892	ED427637
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HE031894	ED427639
HE031895	ED427640
HE031896	ED427641
HE031897	ED427642
HE031898	ED427643
HE031899	ED427644
HE031900	ED427645
HE031901	ED427646//
HE031902	ED427647//
HE031903	ED427648//

IR - Information and Technology

IR019168	ED427649
IR019169	ED427650
IR019170	ED427651
IR019171	ED427652
IR019172	ED427653
IR019173	ED427654
IR019174	ED427655
IR019175	ED427656
IR019176	ED427657
IR019177	ED427658
IR019178	ED427659
IR019179	ED427660
IR019180	ED427661
IR019181	ED427662
IR019182	ED427663
IR019183	ED427664
IR019184	ED427665
IR019185	ED427666
IR019186	ED427667
IR019187	ED427668
IR019188	ED427669
IR019189	ED427670
IR019190	ED427671
IR019191	ED427672
IR019192	ED427673
IR019193	ED427674
IR019194	ED427675
IR019195	ED427676
IR019196	ED427677
IR019197	ED427678
IR019198	ED427679
IR019231	ED427680
IR019232	ED427681
IR019233	ED427682
IR019234	ED427683
IR019235	ED427684
IR019236	ED427685
IR019237	ED427686
IR019238	ED427687
IR019239	ED427688
IR019240	ED427689
IR019241	ED427690
IR019242	ED427691
IR019243	ED427692
IR019244	ED427693
IR019245	ED427694
IR019246	ED427695
IR019247	ED427696
IR019248	ED427697
IR019249	ED427698
IR019250	ED427699
IR019251	ED427700
IR019252	ED427701
IR019253	ED427702
IR019254	ED427703
IR019255	ED427704
IR019256	ED427705
IR019257	ED427706
IR019258	ED427707
IR019259	ED427708
IR019260	ED427709
IR019261	ED427710
IR019262	ED427711
IR019263	ED427712
IR019264	ED427713
IR019265	ED427714
IR019266	ED427715
IR019267	ED427716
IR019268	ED427717
IR019269	ED427718
IR019270	ED427719
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IR019273	ED427722
IR019274	ED427723
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IR019276	ED427725
IR019277	ED427726
IR019278	ED427727
IR019279	ED427728
IR019280	ED427729
IR019281	ED427730
IR019282	ED427731
IR019283	ED427732
IR019284	ED427733
IR019285	ED427734
IR019286	ED427735
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IR019288	ED427737
IR019289	ED427738
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IR019291	ED427740
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IR019293	ED427742
IR019294	ED427743
IR019295	ED427744
IR019296	ED427745
IR019297	ED427746
IR019298	ED427747
IR019299	ED427748
IR019300	ED427749
IR019301	ED427750
IR019305	ED427751
IR019403	ED427752
IR019404	ED427753
IR019405	ED427754
IR019406	ED427755
IR019407	ED427756
IR019410	ED427757
IR019411	ED427758
IR019412	ED427759
IR019413	ED427760
IR019414	ED427761//
IR019415	ED427762
IR019418	ED427763
IR019419	ED427764
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IR019421	ED427766
IR019422	ED427767
IR019423	ED427768
IR019424	ED427769
IR019425	ED427770
IR019426	ED427771
IR019429	ED427772
IR019430	ED427773
IR019431	ED427774
IR019432	ED427775
IR057256	ED427776
IR057274	ED427777
IR057283	ED427778
IR057284	ED427779
IR057285	ED427780
IR057286	ED427781//
IR057287	ED427782
IR057288	ED427783
IR057289	ED427784
IR057290	ED427785
IR057293	ED427786
IR057294	ED427787
IR057295	ED427788//
IR057296	ED427789//
IR057297	ED427790//
IR057298	ED427791//
IR057299	ED427792
IR057300	ED427793
IR057301	ED427794

JC - Community Colleges

JC990090	ED427795
JC990091	ED427796
JC990092	ED427797
JC990093	ED427798
JC990096	ED427799
JC990097	ED427800
JC990098	ED427801
JC990099	ED427802
JC990100	ED427803
JC990102	ED427804
JC990104	ED427805
JC990107	ED427806
JC990108	ED427807
JC990109	ED427808
JC990110	ED427809
JC990111	ED427810
JC990112	ED427811
JC990113	ED427812
JC990114	ED427813
JC990116	ED427814
JC990118	ED427815
JC990119	ED427816
JC990120	ED427817
JC990121	ED427818
JC990122	ED427819
JC990123	ED427820
JC990124	ED427821
JC990125	ED427822
JC990126	ED427823
JC990127	ED427824
JC990128	ED427825
JC990129	ED427826
JC990130	ED427827
JC990131	ED427828
JC990132	ED427829
JC990133	ED427830
JC990134	ED427831

PS - Elementary and Early Childhood Education

PS025700	ED427832
PS026137	ED427833
PS026206	ED427834
PS026489	ED427835
PS026656	ED427836//
PS026822	ED427837
PS027104	ED427838
PS027239	ED427839//
PS027277	ED427840//
PS027293	ED427841
PS027296	ED427842
PS027299	ED427843
PS027300	ED427844
PS027325	ED427845
PS027330	ED427846
PS027331	ED427847
PS027333	ED427848
PS027336	ED427849
PS027337	ED427850
PS027339	ED427851
PS027340	ED427852
PS027341	ED427853//
PS027342	ED427854
PS027345	ED427855
PS027346	ED427856
PS027347	ED427857
PS027348	ED427858
PS027349	ED427859
PS027350	ED427860
PS027354	ED427861
PS027355	ED427862
PS027356	ED427863
PS027357	ED427864
PS027358	ED427865
PS027359	ED427866
PS027360	ED427867
PS027361	ED427868
PS027362	ED427869
PS027363	ED427870
PS027364	ED427871
PS027365	ED427872
PS027366	ED427873
PS027370	ED427874
PS027371	ED427875
PS027373	ED427876
PS027376	ED427877
PS027377	ED427878
PS027380	ED427879
PS027382	ED427880
PS027384	ED427881
PS027385	ED427882
PS027387	ED427883
PS027388	ED427884
PS027390	ED427885
PS027391	ED427886
PS027392	ED427887
PS027393	ED427888
PS027396	ED427889
PS027397	ED427890
PS027400	ED427891
PS027401	ED427892
PS027408	ED427893
PS027409	ED427894
PS027428	ED427895
PS027433	ED427896
PS027700	ED427897

RC - Rural Education and Small Schools

RC021621	ED427898
RC021664	ED427899//
RC021773	ED427900//
RC021789	ED427901
RC021798	ED427902
RC021799	ED427903
RC021800	ED427904
RC021801	ED427905
RC021802	ED427906
RC021803	ED427907
RC021804	ED427908
RC021805	ED427909
RC021806	ED427910
RC021807	ED427911
RC021808	ED427912
RC021809	ED427913
RC021810	ED427914
RC021811	ED427915
RC021813	ED427916
RC021814	ED427917
RC021815	ED427918
RC021819	ED427919
RC021821	ED427920//
RC021823	ED427921
RC021840	ED427922
RC021841	ED427923
RC021842	ED427924
RC021843	ED427925
RC021844	ED427926
RC021845	ED427927
RC021846	ED427928
RC021848	ED427929
RC021849	ED427930
RC021851	ED427931
RC021859	ED427932

RC - Rural Education and Small Schools (continue)

RC021861	ED427933
RC021866	ED427934
RC021869	ED427935
RC021870	ED427936
RC021871	ED427937

SE - Science, Mathematics, and Environmental Educatio

SE060522	ED427938//
SE060523	ED427939//
SE061848	ED427940
SE061984	ED427941
SE061993	ED427942
SE061995	ED427943//
SE061996	ED427944
SE061997	ED427945
SE062008	ED427946
SE062009	ED427947
SE062017	ED427948
SE062024	ED427949
SE062028	ED427950
SE062042	ED427951
SE062047	ED427952
SE062087	ED427953
SE062107	ED427954
SE062108	ED427955
SE062109	ED427956
SE062204	ED427957
SE062223	ED427958
SE062236	ED427959
SE062246	ED427960
SE062248	ED427961
SE062253	ED427962//
SE062258	ED427963
SE062264	ED427964
SE062266	ED427965
SE062267	ED427966
SE062268	ED427967
SE062269	ED427968
SE062271	ED427969
SE062272	ED427970
SE062273	ED427971
SE062274	ED427972
SE062276	ED427973
SE062278	ED427974
SE062279	ED427975
SE062281	ED427976
SE062282	ED427977
SE062288	ED427978
SE062303	ED427979
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SE062305	ED427981

SO - Social Studies/Social Science Education

SO028502	ED427982
SO028686	ED427983//
SO028715	ED427984//
SO029386	ED427985
SO029432	ED427986
SO029433	ED427987
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SO029438	ED427990
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SO029460	ED427998
SO029461	ED427999
SO029463	ED428000
SO029476	ED428001
SO029542	ED428002
SO029544	ED428003
SO029596	ED428004
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SO029598	ED428006
SO029608	ED428007
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SO029612	ED428010
SO029615	ED428011
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SO029617	ED428013
SO029619	ED428014
SO029620	ED428015
SO029621	ED428016
SO029639	ED428017
SO029735	ED428018
SO029843	ED428019
SO029942	ED428020
SO029952	ED428021
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SO029964	ED428023
SO029981	ED428024
SO029987	ED428025
SO030673	ED428026
SO030674	ED428027
SO030675	ED428028
SO030691	ED428029
SO030696	ED428030
SO030844	ED428031

SP - Teaching and Teaching Education

SP038290	ED428032
SP038296	ED428033
SP038315	ED428034
SP038316	ED428035
SP038318	ED428036
SP038319	ED428037
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SP038321	ED428039
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SP038323	ED428041
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SP038354	ED428068
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SP038356	ED428070
SP038357	ED428071
SP038358	ED428072
SP038359	ED428073

TM - Assessment and Evaluation

TM029405	ED428074
TM029464	ED428075
TM029476	ED428076
TM029477	ED428077
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TM029604	ED428132
TM029605	ED428133
TM029627	ED428134

UD - Urban Education

UD032775	ED428135
UD032776	ED428136
UD032798	ED428137
UD032799	ED428138
UD032800	ED428139
UD032803	ED428140
UD032810	ED428141//
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UD032812	ED428143
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UD032814	ED428145
UD032817	ED428146
UD032820	ED428147//
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UD032822	ED428149
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UD032824	ED428151
UD032825	ED428152
UD032829	ED428153
UD032830	ED428154
UD032831	ED428155//
UD032832	ED428156
UD032833	ED428157
UD032838	ED428158
UD032839	ED428159//
UD032840	ED428160
UD032841	ED428161
UD032842	ED428162
UD032843	ED428163
UD032844	ED428164
UD032845	ED428165
UD032846	ED428166
UD032847	ED428167
UD032848	ED428168
UD032849	ED428169
UD032850	ED428170
UD032851	ED428171
UD032852	ED428172
UD032853	ED428173
UD032944	ED428174